

DRAFT

**Curriculum
for
Bachelor of Vocational Education
(B.Voc.Ed.)**

(BUSINESS & COMMERCE STREAM)



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
NATIONAL COUNCIL OF EDUCATION RESEARCH AND TRAINING
131, Zone - II, M.P. Nagar, Bhopal - 462011

DRAFT

Curriculum for Bachelor of Vocational Education (B.Voc.Ed.)

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PREFACE

An important pre-requisite to the success of any programme of education is the availability of qualified and trained teachers. The programme of vocational education is no exception. Emphasizing the role of teachers, the Programme Of Action Document (POA) 1992 states that "It is the teacher who interprets and implements the education policy in actual class room situation and as such is the most crucial input".

In India, capacity for offering vocational education at +2 stage of education has been created in more than 6000 institutions with 18,000 sections with an intake capacity of over 10 lakh students, covering all the states and UTs

There are six major areas viz., Agriculture, Business & Commerce, Engineering & Technology, Home Science, Health & Paramedical, Humanities, Science & Education under which large number of vocational courses are offered throughout the country

The centrally sponsored scheme on vocationalisation of secondary education made a provision of one full-time teacher and one part-time teacher for each section. Hence, 36,000 full time teachers should be in position as per the scheme. Unfortunately, many States/ UTs could not appoint required number of full-time teachers due to various reasons, including non availability of vocationally trained teachers.

The need for quality teachers in vocational education is all the more important because vocational teacher has to perform his roles as subject specialist, vocational practitioner, curriculum developer, performance evaluator, student guide and counsellor, motivator for entrepreneurship, instruction material developer and above all, as manager of various activities. Besides, he/she has to organise variety of related activities both within & outside the school, such as establishing school-industry linkage, organising On-the-Job Training, establishing resource centres and Production-cum-Training Centres. Thus a vocational teacher, in addition to being a specialist in his/her curricular area needs to have a set of general competencies related to the multifaceted roles and responsibilities assigned to him. In the absence of a systematic pre-service programme of training, it would be difficult for any teacher to perform all these varied roles effectively.

To develop such teachers, PSSCIVE has developed a curriculum which comprises pedagogy, content-cum-methodology, school based training and enterprise based training. The work on this project has been undertaken by organising several meetings of the faculty and a number of Working Group Meetings in which experts from universities, teacher training institutions and other professional organisations participated. The contributions of all the experts is admirably acknowledged elsewhere.

I place on record my appreciation of efforts of Dr. Davinder K Vaid, Professor and Head, Business and Commerce Division who was the overall co-ordinator for organising several meetings of the faculty and working group which led to this draft curriculum. Dr. Vaid and his colleagues in the Business and Commerce Division, Shri A. Palanivel, Dr R K. Shukla and Dr. R. Muthuraj deserve my thanks for developing modules for the Business and Commerce specialisation group. The contribution of all the PSSCIVE faculty members is also thankfully acknowledged.

I shall be grateful for suggestions and observations, if any, on the design, duration and components of the curriculum. It is expected that some of the University Departments, Professional Colleges and Institutions will come forward to offer this curriculum to prepare vocational teachers, who are very much required for effective implementation of Vocational Education Programme in the country. May I and here that the vocational education and training is the need of the hour and large number of youths have to be directed to vocational stream. National curriculum framework (2000), NCERT has emphasised this point while recommending vocational education for all, where Work Education and Vocational Education have been conceived as parts of a continuum, wherein work education being introduced right from class I, its form and content changing with the maturity of children as they progress from stage to stage; Pre-vocational courses at lower secondary stage and vocational education to be provided to students who do not continue in general academic courses

Bhopal
November 2001

Prof. S.Z. Haider
Joint Director
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GANDHIJI'S TALISMAN

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away."

M.K. Gandhi

B. Voc. Ed. Programme

1.1 RATIONALE :

A scheme of education faces an acid test on the implementation platform, because in the final analysis it is the school and its teachers who ultimately make or mar the scheme through their faithful and dedicated participation or otherwise. Obviously, it is the teacher who is the main architect at the stage of implementation. Lack of teachers with adequate academic preparation, professional training and competence is a major constraint in the successful implementation of the vocational education programme.

Practical work and training are very important components of VE since it intends to produce people who could work with their brains as well as with their hands, who could translate ideas with hardware, who would not be merely the 'superior' of skilled workers but could interact with them to produce new goods and services. Thus a vocational teacher has to be professionally competent both in his specific discipline as well in transacting the skills, knowledge & attitudes in his/her students making them competent to perform the jobs for which they are being prepared effectively & efficiently. These factors pose serious limitations in finding really good teachers for vocational courses at the higher secondary level. Hence, there is a great need for pre-service training of teachers for vocational courses.

A well planned and intensely proficiency based pre-service training for vocational teachers has no alternative. Only a pre-service training can be an effective mode of training. The nature of the vocational courses and their objectives place special demands on such training programmes.

To meet this long outstanding need, PSSCIVE has developed a B. Voc. Ed. course to prepare vocational teachers for the four major vocational areas of Agriculture, Business & Commerce, Engineering & Technology and Home Science. The course is based on the Curriculum Framework for Quality Teacher Education 1998 prepared by NCTE and also takes into consideration the latest developments in the field.

Considering the varied roles of a vocational teacher, the course prepares the trainees in different aspects such as pedagogy, content cum methodology, human resource management, information technology, entrepreneurship development and concept and philosophy of vocational education programme. Other special features of the course include enterprise based training, where student trainees are placed in an enterprise for hands-on-experience and also to acquire intricacies involved in running an enterprise.

Another unique feature of the course is that evaluation of the students performance will be done on a continuous and comprehensive basis based on course work assessment. The course work will comprise library assignments, term papers, seminars, projects, etc.

The duration of the course is two years, spread over four semesters. About one fourth of the total weightage of the course is given to field experience, consisting of two parts : I) School based training and ii) Enterprise based training. Remaining weightage is distributed amongst the pedagogy and vocation specific modules equally.

1.2 AIMS :

The B.Voc.Ed. course is aimed at developing competencies of the students trainees so as to enable them to:

1. appreciate the need, philosophy and role of VEP, the strategies for its effective implementation and the role of a teacher in this regard;
2. develop desirable skills and attitudes towards high standards of professionalism in vocational education system;
3. develop requisite practical and on-the-job skills through enterprise based training to strengthen their competence in the vocation,
4. develop professional competencies including the knowledge and skills in respect of latest developments in the vocation;
5. develop hands-on experience of teaching vocational subjects;
6. develop professional competencies in pedagogical aspects of curriculum design, instructional material development, vocational guidance & counselling, educational technology, measurement & evaluation and informational technology, as applied to VEP; and
7. develop skills related to entrepreneurial development, and management of vocational educational.

1.3 RULES FOR THE DEGREE OF B. VOC. ED. :

The course in vocational education leading to the degree of B.Voc.Ed. shall be of two years duration spread over four semesters. Each semester would be of 18 weeks duration.

1. Entry Qualifications

The course offers specialisation in four vocational streams of Commerce, Agriculture, Engineering & Technology and Home Science. The entry qualification for the course are as follows.

Every applicant for admission to the B. Voc. Ed. course shall have :

- i. in case of specialisation in the areas of Commerce, Agriculture and Home Science, a second class post graduation degree with an aggregate of 55 percent marks, from a recognised university in the relevant area;
- ii. in case of specialisation in Engineering based vocations, B.E. degree minimum second class with 55 percent marks in theory as well as practicals or minimum grade C on a five point scale or its equivalent in the final year/ semester where grades are awarded, from any Engineering College of a recognised university or equivalent degree recognised by AICTE.

2. Conditions for admission to second and subsequent semester

- i. Every applicant seeking admission to second and third semester course must have pursued the course of study, in the previous semester. He/she should have put in at least 75% attendance in the semester and being successful in progressive assessment, provided that no candidate shall be permitted to appear at the third semester examination if he/ she has to carry over more than two subjects of the previous semester.
- ii. For sufficient reasons a shortage in attendance in the sessions including practicals may be condoned as per the university rules :
- iii. A candidate who has discontinued the course during semester II or III, may on the recommendations of the Principal of the College, be permitted to the course at the beginning of the semester concerned in a subsequent year. The gap, however, should not exceed four years. In case a candidate has discontinued in semester I, he/she will have to seek readmission in the semester.

3. Credit Requirement

The course is of 80 credits. Each credit in theory is equivalent to 18 hours of instruction and in practical 36 hours of instruction in a semester. The B.Voc. Ed. Degree would be awarded on successful completion of prescribed credits as detailed out elsewhere.

4. Course Structure

The course is divided into three groups. Group E is devoted to education related modules, covering the all important areas of pedagogy, environment education and management. Group V is devoted to vocation specific modules. Group F is devoted to Field Experience, which comprises of (i) Enterprise Based Training (EBT) and (ii) School Based Training (SBT). Each group has been assigned certain number of credits.

Group		Weightage
E	Education based modules	30 Credits
V	Vocation specific modules	30 Credits
F	Field Experience	20 Credits
	F1 : Enterprise Based Training (EBT)	(8 credits)
	F2 : School Based Training (SBT)	(12 credits)
Total :		80 Credits

5. Weightage

The total weightage of the course is 80 credits. One fourth of the weightage (20 credits) is given to Group F i.e. Field Experience, in which 12 credits have been given to school based training and 8 credits to enterprise based training. The teacher trainee should be placed in a real work situation, say in an industry or an agriculture farm or in an appropriate enterprise so that he can get hands-on experience of work in his/her area of specialisation as part of enterprise based training. For school based training, he/she should be placed in a vocational school so that he/she can practice what he/she has learnt and get requisite experience of managing vocational courses. Group E (education based modules) and Group V (vocation specific modules) have been given equal weightage of 30 credits each.

6. School Based Training (SBT)

With a view to develop competencies and professionalism in teaching, the course in B.Voc.Ed. provides for school based training.

School based training provides an opportunity to the student trainee to try out and develop mastery in the practices and techniques of teaching he/she has learnt during the course in a real class room situation.

During this period the trainees should be attached to a vocational school to get first hand experience of working in a real school situation and practice what they have learnt during the course.

Looking at the importance of school based training, it is provided in two stages i.e. in the second and the fourth semesters.

In the first stage of school based training, the student trainee will observe various activities which a vocational teacher is to perform in a school and prepare himself/herself for the same, under the guidance and supervision of the teacher trainers and teach vocational subjects. This will help in developing right attitudes, interests and abilities in him/her to work as a vocational teacher as he/she would be involved in every activity of the school, in the total school life. He/she will observe how to plan a lesson, use teaching aids, conduct practicals, organise OJT for the students and manage other activities relating to the vocational course. In between these two phases, the student trainee will have the opportunity of working in the real work of work

In the second phase of SBT, the student trainees would demonstrate professional competencies of a teacher while teaching vocational subjects/modules. They would be teaching the students, preparing teaching aids, conducting practicals, organising supervisory OJT and field visits and interacting with the students to solve their problems. In between these two phases, the student trainee will have the opportunity of working in the real world of work under Enterprise Based Training. This experience should be reflected in his/her performance during the second phase of SBT.

7. Enterprise Based Training (EBT)

A unique feature of this course is the provision of enterprise based training. The EBT would be provided in an industry or enterprise or an agricultural farm depending upon the vocational subject so that the student trainees can get hands-on experience of work in his/her area of specialisation. This is necessary in order to make the student trainees effective vocational teachers. This will equip them with the requisite skills and experience needed to prepare the vocational students for the world of work-i.e. wage or self employment.

During the period of Enterprise based training, a student trainee would be placed in an industry or enterprise where he/she would work as an apprentice under the guidance of experienced workers to gain practical experience in his/her field.

The enterprise based training will be provided for a duration of two months, during the period between second and third semesters.

8. Semester-wise distribution of education and vocation specific credits

a.	First Semester (15 July - 30 Nov.) *		18 Credits
	- Group E (Education Based modules)	8 Credits	
	- Group V (Vocation Specific modules)	10 credits	
b.	Second Semester (15 Dec - 30 April)*		18 Credits
	- Group E (Education Based modules)	6 Credits	
	- Group V (Vocation Specific modules)	6 credits	
	- Group F2 (School Based Training)	6 credits	
c.	Zero Semester (7 May - 7 July) *		
	F1 - Enterprise Based Training		8 Credits
d.	Third Semester (15 July - 30 Nov.) *		18 Credits
	- Group E (Education Based modules)	10 Credits	
	- Group V (Vocation Specific modules)	8 credits	
e.	Fourth Semester (15 Dec. - 30 April) *		18 Credits
	- Group E (Education Based modules)	6 Credits	
	- Group V (Vocation Specific modules)	6 credits	
	- Group F2 (School Based Training)	6 credits	

* Dates are tentatively mentioned. Actual dates as per university calendar.

9. Evaluation Scheme :

The B.Voc.Ed. course has been designed to develop competencies in students, trainees for performing various roles of a vocational teacher in a chosen vocation. For this purpose, the assessment of the student's performance will be based on a continuous and comprehensive basis. The assessment will be based on the performance of the students on the course work during the semester, both for the theory as well as practical work. Following points are to be followed in assessing students performance.

- The assessment for each course will be based on the course work which may include assignments, term papers, tests, seminars, practical work projects, etc.

- Students will be assessed progressively for theory as well as practical work during each semester
- The assessment will be done on the basis of criterion references. The criteria for assessment for each task will be prepared in advance and will be made known to the student trainees.
- For each task the students will be assessed on a five point grading scale i.e. A,B,C,D,E.
- For each course the teacher will finally assign a grade to the candidate on the basis of different grades obtained by the candidate on different tasks like assignments, tests, seminars, practicals, projects, etc.
- For Field Experience i.e. EBT and SBT too, the assessment will be made on a continuous basis. Performance in each will be assessed on a five point scale i.e. A, B, C, D & E and will be based on the overall performance of the candidate.

10. General Rules :

10.1 The letter grades and their qualitative descriptions are as follows :

A	: Excellent	-	Very high level of performance, originality, creativity and application to the task.
B	: Good	-	High level of performance and application to the task, with some degree of creativity
C	: Satisfactory	-	Reasonably satisfactory performance and application to the task.
D	: Just satisfactory	-	Performance at minimum level of acceptability. More efforts are desired to be an effective vocational teacher. The course may be repeated if the candidate so desires.
E	: Unsatisfactory	-	Poor performance, course should be repeated.

The above qualitative descriptions are to be broadly followed in judging performance against laid down criteria to evaluate a candidate's performance.

10.2 For computing cumulative grade point average (CGPA) following numerical values will be attached to the various letter grades.

A	-	5
B	-	4
C	-	3
D	-	2
E	-	1

- 10.3 Each course will be given weightage based on the credits assigned to it. Same will be followed in the case of Field Experience i.e. EBT and SBT.
- 10.4 Minimum grade acceptable in a course will be D. If a candidate obtains grade D, he/she may be allowed to repeat the course, if he/she so desires, in order to improve his/her grades.
- 10.5 In case a candidate obtains an overall E grade in any of the course, he/she will have to repeat the course in the next semesters. However carry over of maximum two courses shall be allowed from one semester to the other.
- 10.6 For Field Experience - i.e. EBT & SBT, minimum grade acceptable will be 'B'. If a candidate obtains 'C' or 'D' grade, he/she has to do additional work to get a higher grade. The grade on EBT shall be based on assessment by the industry or enterprise and a viva-voce at the end of training. Each candidate will have to submit a report of the enterprise based training.
- 10.7 The candidate will be provided with a grade card at the end of each semester showing grades separately for each course. Separate grades for EBT and SBT will be indicated. In the final semester the grade card will also show CGPA.

For calculating CGPA following formula will be used :

$$\text{CGPA} = \frac{\sum \text{Grade Point} \times \text{Credits (For each course)}}{\sum \text{Credits (For each course)}}$$

(For this purpose EBT & SBT will be treated as a course)

1.4 STRATEGIES FOR IMPLEMENTATION :

The alternative strategies that may be adopted for implementation of the course are given below. One may select any one or a combination of the given strategies for preparation of teachers in a particular vocational area :

1. The course may be implemented in any of the teacher training institutions or university education department. The collaboration may be obtained with professional institutions for providing vocational specific training in the area of Agriculture, Commerce, Engineering and Home Science.
2. The course may be implemented partly in teacher training colleges or other teacher preparation institution and partly in the collaborating professional institutions.
3. The course may be offered in any professional institutions (Agricultural College, Home Science College, Commerce College, etc.) and the faculty for education course may be drawn from teacher education institutions or may be appointed on contract basis.

1.5 COURSE STRUCTURE & SCHEME OF EXAMINATION :

(I) First Semester

Code No.	Course	Credits (a)	Hours per Week (b)	Maximum Grade Point (c)	Weighted Average Grade Point (axc)
	<u>I : Education Group</u>	8			
ED1	Vocational Education in Emerging Indian Society	3(3+0)	3	5	15
ED2	Educational Psychology	2(1+1)	3	5	10
ED3	Educational Technology	3(2+1)	4	5	15

	<u>II : Vocation Specific Modules (Business & Commerce)</u>	10			
VC1	Fundamentals of Accounting & Costing	2(1+1)	3	5	10
VC2	Business Communications	2(1+1)	3	5	10
VC3	Banking & Negotiable Instruments	2(1+1)	2	5	10
VC4	Records Management	2(1+1)	2	5	10
FSA1	Seminar (Area Based)	2	-	5	10

(II) Second Semester

Code No.	Course	Credits (a)	Hours per Week (b)	Maximum Grade Point (c)	Weighted Average Grade Point (axc)
	<u>I : Education Group</u>	6			
ED4	Curriculum, Evaluation & Action Research	3(2+1)	4	5	15
ED5	Organisation Behaviour & Management	3(2+1)	4	5	15

	<u>II : Vocation Specific Modules</u> <i>(Business & Commerce)</i>	6			
VE1	Office Management	3(1+2)	5	5	15
VE2	Purchasing & Store Keeping	3(1+2)	5	5	15

	<u>Field Experience</u>	6			
C2	School Based Training	6		5	30

Zero Semester	Enterprise Based Training	8 Credits
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(III) Third Semester

Code No.	Course	Credits (a)	Hours per Week (b)	Maximum Grade Point (c)	Weighted Average Grade Point (axc)
	<u>I : Education Group</u>	10			
ED6	Entrepreneurship Development and Project Formulation	3(2+1)	4	5	15
ED7	Vocational Guidance	2(1+1)	3	5	10
ED8	Information Technology	3(1+2)	5	5	15
FSC	Field Seminar (Core)	2		5	10

	<u>II : Vocation Specific Modules</u> <i>(Business & Commerce)</i>	8			
VE3	Computer Application in Business	3	4	5	15
VE4	Financial Accounting	3	3	5	15
FSA2	Field Seminar (Area Based)	2	-	5	10

(IV) Fourth Semester

Code No.	Course	Credits (a)	Hours per Week (b)	Maximum Grade Point (c)	Weighted Average Grade Point (axc)
	<u>I : Education Group</u>	6			
ED9	Environmental Education & Sustainable Development	3(2+1)	4	5	15
ED10	Human Resource Management & Materials Management	3(2+1)	4	5	15

	<u>II : Vocation Specific Modules (Business & Commerce)</u>	5			
VE5	Taxation	3(1+2)	-	5	15
VE6	Basic Financial Services	3(1+2)	-	5	15

	<u>III : Field Experience</u>	6	-	5	30
C2	School Based Training	6	-	5	30

•

FIRST SEMESTER COURSES

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Group E : Education Group Modules

PAPER - ED1 : VOCATIONAL EDUCATION IN EMERGING INDIAN SOCIETY

Credits : 3 (3+0)
Hours per week : 3
Total Time : 54 Hrs.

1.1 RATIONALE :

The National Policy on Education - 1986 recognized vocational education as a priority area with the main objective of providing diversification of educational opportunities with a view to enhancing individual employability; reducing the mismatch between demand and supply of skilled manpower and presenting an alternative channel to those who pursue higher education without any definite aim. Seen in this perspective, vocational education has an important role to play in a developing country like India which is fast emerging as a technologically oriented, industrially developed and educationally vibrant society in the international scenario. Over the years, the Indian education system is in the process of evolving an Indian model of vocational education through the conduct of a variety of local specific and need based vocational courses, in pursuance of the national recommendations in this regard. Systematic efforts are being made through the vocational education programme to channelize the youth energy to more constructive pursuits thereby reducing the youth frustration and discontent due to unemployment. In order to give a boost to these efforts, the vocational teacher trainee should be made well aware of the basic concept, foundations and principles of vocational education - its organisation and management at the post secondary stage to enable him/her is able to make the students appreciate the need, importance and utility of vocational education as a viable alternative.

1.2 OBJECTIVES :

On completion of this module the teacher trainee will be able to :

- i. explain the concept, philosophy and historical development of vocational education
- ii. describe the systems, models and progress of vocational education
- iii. appreciate the role of central and state governments, NGOs and such other institutions in evolving, managing and promoting vocational education
- iv. explain the vocational education programme within the national curriculum framework and the strategies of its implementation
- v. describe the organisation and management structure of VE at various levels

- vi. describe and appreciate the role of vocational teacher and head of the institutions in organizing and managing vocational education in schools
- vii. discuss the issues, problems and new trends and developments in the field of vocational education.
- viii. appreciate the role of vocational education in empowering disadvantaged groups and children with special needs.

1.3 COURSE CONTENTS :

1.3.1

Theory

Time : 54 Hours

- | | |
|-----------------|--|
| UNIT I | Vocational Education : Concept and philosophy of vocational education ; Gandhian concept of Basic Education, Changing concepts of craft education, Work Experience, Socially Useful Productive Work and Work Education, Pre-vocational education; Vocational education and Generic Vocational course- aims and functions. Vocational education as an instrument of human resource development; Development of vocational education in historical perspective, recommendations of commissions and committees on vocational education in pre and post independent India, National Policy Resolution (1968), National Policy on Education (1986) and revised POA 1992 on vocational education. |
| UNIT II | Systems, Models and Progress of VE : Systems of vocational education and training in India ; Models of vocational education; Progress and present status of vocational education in major vocational areas in different states; |
| UNIT III | Issues, Problems and Trends of Vocational Education : Major issues related to vocational education ; Problems and challenges of vocational education in Indian context ; New trends and developments in vocational education viz- National Vocational Qualification System, life long and continuing education, vocational education for all ; and Emerging concerns like population education, value education, adolescence education, human rights etc. and their relationship with vocational education, implications of globalization and liberalisation of economy for vocational education. |
| UNIT IV | Different Agencies and their role in Vocational Education : Central and State Governments (with special reference to Centrally Sponsored Scheme of Vocationalisation of secondary education); NGOs, Voluntary Organisations and other institutions in the non-formal sector ; and Role, duties and qualities of vocational teacher and head of the vocational education institutions. |
| UNIT V | National Curriculum for vocational education : National Curriculum structure and form (Competency based curriculum) ; Strategies for effective implementation of VEP viz: School-industry linkage, collaborative arrangements, On-the-Job Training, Production-cum-training centre, Apprenticeship Training, student support system. |

UNIT VI Organisation of vocational education - management structure at national, regional, state and institutional levels; School organisation and management-planning, execution and direction, classroom, shop floor and On-the-Job Training; Procuring, storing, recording and maintenance of materials, tools and equipments.

UNIT VII Vocational Education for Empowerment of Special Groups : Girls ; SC/ST ; Underprivileged and disadvantaged groups ; Women Education and Empowerment; Children with special needs

1.4 TRANSACTIONAL STRATEGIES :

Lecture-cum-discussion, library consultation, individual and group and individual assignments, in-house symposium, visits and surveys, Projects, Group Discussion.

1.5 EVALUATION :

Written tests, Assignments, Projects

SESSIONAL WORK

- i. Curriculum analysis in specific vocational areas
- ii. Report of community visits
- iii. Survey Reports
- iv. Seminar presentations on emerging issues
- v. Participation in group discussion
- vi. Projects

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Group E : Education Group Modules

PAPER - ED2 : EDUCATIONAL PSYCHOLOGY

Credits	: 2 (1+1)
Hours per week	: 3
Total Time	: 54 Hrs.

2.1 RATIONALE :

An understanding of the nature, scope and methods of educational psychology is essential to a vocational teacher as it helps in initiating desirable changes and inculcating the required skills amongst the learners. For the vocational teacher preparation course at +2 level, therefore, it becomes imperative that the basic concepts of the psychology of adolescence are included. The main purpose of vocational education programme is to impart requisite knowledge and skills in learners which makes them more employable. This objective can be better achieved if some inputs on occupational psychology and occupational information are provided in the teacher preparation programme. It is widely acknowledged that teaching and learning are two important components in any education process. Hence pre-service vocational teacher programme should acquaint the trainees with different theories of learning and teaching. As the teaching and learning greatly depend on the potentialities of the learners in terms of their intelligence, aptitude, creativity and problem solving abilities, necessary inputs in this regard have therefore been provided in the programme.

2.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to:

- i. relate different methods of studying adolescent learner's behavior;
- ii. explain the developmental patterns and characteristics of adolescent learners;
- iii. explain the concept of occupational psychology;
- iv. identify the different factors influencing mental health of vocational learners;
- v. appreciate the implications of developmental changes for teaching learning;
- vi. appreciate various types of differences which exist amongst individuals;
- vii. use various psychological principles and approaches to learning and teaching of vocational skills; and
- viii. use instructional objectives in behavioral terms during teaching-learning process in B.Voc.Ed. course.

2.3 COURSE CONTENTS :

2.3.1

Theory

Time : 18 Hours

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- UNIT 1** Introduction : Concept and nature of psychology and educational psychology; Role of educational psychology in the preparation of vocational teachers; Methods of studying learner's behavior at adolescent stage: observation, interview, experimentation and clinical case study.
- UNIT 2** Understanding Adolescent Learners : Role of heredity and environment in developmental process - Physical, Cognitive, Social, Emotional and Moral development patterns and characteristics of adolescent learners; Behavioral patterns in terms of motivation, aspiration, attitude, interest and development of self-concept; Implications of developmental changes for teaching, learning and curriculum development in vocational education.
- UNIT 3** Individual Differences : concept and nature; intra and inter-individual differences; Areas - intelligence, concepts of Intelligence Quotient(IQ), Spiritual Quotient (SQ); Emotional Quotient (EQ), Eight types of intelligence as referred in NCFSE (NCERT 2000); Structure of Intellect Model (Indian version of Guilford, developed by Jhona Probhini Institute of Psychology JPIP, Pune) creativity, aptitudes, skills, personality; Catering to individual differences; Linking with life skills as problem solving, critical thinking, decision making, creative thinking, self awareness; Communication and psychology of interpersonal relations as referred in NCFSE at adolescent level.
- UNIT 4** Psychology of Learning and Teaching : Concept and nature of learning; Relationship between teaching and learning; Teaching-learning outcomes; Learning of concepts, skills, attitude, values and problem solving; Theories of learning - trial and error; classical and operant conditioning, insight learning; Information processing framework for learning; Role of motivation in learning; Mastery learning; Teaching - Theories of Ausubal, Piaget and Vygotsky; reception and meaningful learning and teaching; Bruney's discovery learning; Constructivism approach to curriculum transaction to adolescent learners. Instruction in accordance with learning; Factors influencing teaching learning: The learner, home, school; Theories of transfer of training and forgetting; Principles and strategies of retention.
- UNIT 5** Occupational Psychology : Concept of occupation, Types of occupations. Factors influencing mental health of personnel in different occupations. Frustration and conflicts. Principles and strategies of conflict management and stress management;
- Role of teacher in promoting sound mental health. Occupational aspiration, goal setting behavior and job satisfaction.

1. Preparation of adolescent learner's profile on cognitive and non-cognitive (EQ, SQ) emotional and spiritual characteristics of adopting any one method of studying learner's behavior.
2. Process of development of cognition, emotion and action and studying the interphase of all the three.
3. Assessing the behavioral patterns of an individual learner in terms of motivation, aspiration, attitude, aptitude, intelligence, interest, creativity and self concept by administering suitable tests.
4. Study of a specific occupation available in the locality and finding out the factors affecting mental health of its workers.

2.4 TRANSACTIONAL STRATEGIES :

Lecture-cum-discussion, episode based group activities, brain storming sessions, problem solving sessions and classroom symposia. individual assignments, case studies, exposure to educational videos, visits and tours, use of computer and internet.

Practical would be organised in small groups.

2.5 EVALUATION :

There would be continuous evaluation by way of internal assessment through assignments, unit tests and case study reports, written test and viva-voce.

2.6 REFERENCES :

1. Bernard, S.W. (1972) Psychology of Learning and Teaching, New York: Harper and Row
2. Priggs, J.B. (1987) Mental Process of Learning; New Delhi; Practice Hall
3. Dececco, J.P. (1970) Psychology of Learning and Instruction; Educational Psychology, New Delhi; Practice Hall
4. Joyee, Bruce and Marsha Weil (1985) Models of Tending, New Delhi; Practice Hall
5. MC Shane, J. (1991) Cognitive Development; An Information Processing Approach; Oxford; Basil Blackwell
6. Rothstein, P.R. (1990) Educational Psychology, New York; Mc-Graw Hills
7. Torrance, E.O. (1970) Encouraging Creativity in the classroom
8. Hurlock, E.B. (1978) Adolescent Development, New Delhi; McGraw Hills
9. Gagne, R.M. (1985) The Cognitive Psychology of School Learning, Boston; Little Brown & Co.
10. Hurlock, E.B. (1988) Personality Development, New Delhi; Mc-Graw Hills.

Group E : Education Group Modules

PAPER - ED3 : EDUCATIONAL TECHNOLOGY

Credits	:	3 (2+1)
Hours per week	:	4
Total Time	:	72 Hrs.

3.1 RATIONALE :

There is an enormous growth in the availability of resources for teaching in recent years. A wide variety of media and materials are available, which are developed on the basis of combination of principles of behavioral sciences and physical sciences. This led to the origin of the concept of educational technology. The vocational teacher should be acquainted with the concept and scope of educational technology and its role in the context of changing society.

Educational Technology teacher, in his main role as instructional system designer, is expected to have thorough knowledge of basic concepts of systems approach and their applications in Instructional System Design (ISD).

The vocational teacher trainee must know how to use the media effectively. He must also know the psychology of the learner and the teaching-learning process. It is also important for him to know the effectiveness of different media so that he can evaluate and modify the techniques according to the needs of the situation. Thus a vocational teacher needs to be trained in the acquaintance of teaching skills and use of models of teaching.

3.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to:

- i. explain the concept, scope and use of educational technology;
- ii. describe the basic components and principles of communication and factors influencing communication;
- iii. critically evaluate instructional media and materials in terms of their merits.
- iv. prepare instructional material and use appropriate media for teaching vocational subjects;
- v. develop the concept of a system and its applications for instructional system designing;
- vi. apply the principles of learning in designing the instructional environment in different situations such as library, laboratory and workshop; and
- vii. develop skills for effective vocational classroom teaching

3.3 CONTENT :

3.3.1 Theory Time : 36 Hours

- UNIT 1** Educational Technology - Concept; Influencing factors in its application: political, social, cultural, economical, technological and educational; Forms of Educational Technology - Teaching Technology, Instructional Technology, Behavioral Technology ; Transactional usages - integral, complementary, supplementary and independent.
- UNIT 2** Communication - concept purpose and elements; Teaching as interpersonal communication; Role of media in communicating instructional messages; E. Dales Cone of Experience; Skills of oral communication- voice modulation, stress, innovation; Effective classroom communication - concepts, classroom interaction, verbal & non-verbal interaction, interaction patterns.
- UNIT 3** Instructional Media and Materials : Concept, types, functions, development and effective use ; Print - textbook, workbook, case report and self instructional material; Teacher's speech, radio broadcasting and audio tape; Development of script and audio production and audio conferencing; Audiovisual - television, computer, interactive video, teleconferencing, video disc, video text; Projected visuals - slide, transparency, OHP, NP, issues governing use, availability, accessibility, feasibility, infrastructure support ; Non-projected visuals - graph, map, chart, poster, models and materials, multimedia and internet.
- UNIT 4** Media Selection and Evaluation : Rationale for selection of media ; Process of media selection; Media selection algorithm; Evaluation of media - effectiveness, utility and time.
- UNIT 5** Instructional System Design : Instructional design; Programmed learning; and lecture method, cooperative learning, project method, demonstration method, discovery approach, team teaching, vocational skill learning - demonstration, skill and feedback; Integration of behavioral and cognitive instructional objectives in transactional strategies, and instructional designing in the classroom.
- UNIT 6** Micro teaching and Class room Skills : Concept of micro teaching; Teaching skills; Introducing a lesson/ topic; Questioning; Explaining; Reinforcement ; Stimulus variation ; Illustrated with examples ; Closure of lesson; Use of aids ; Classroom management; Use of blackboard, demonstration, drill (vocational skills).

3.3.2 Practicals/ Project Work Time : 36 Hours

1. Preparation of Instructional Materials : transparencies, programmed learning materials, slides, audio-video scripts for effective use in a lesson, to optimise learning.
2. Developing self learning packages.

3. Preparation of low cost or improvised materials.
4. Conducting a lesson incorporating radio, T.V; Video (audio and video conferencing) and its evaluation.
5. Visit to educational technology laboratory
6. Practicing teaching skills in microteaching situation.
7. Preparation and use of transparencies on OHP

3.4 TRANSACTIONAL STRATEGY :

Lecture-cum-discussion, group work, demonstration of educational technology devices by group discussion, individual and group assignments, problem solving sessions, team teaching, individual and group practice of skills, multimedia use.

3.5 EVALUATION :

Tests, assignments, observation of practice sessions, group work, project work, Participation in the preparation of learning material will be used as a tools to evaluate the performance of the student teachers.

3.6 REFERENCES :

1. Anderson, (1976) Selecting and Developing Media for Instruction
2. Behera, S.C. (1991) Educational Television Programme, Deep and Deep Publications, New Delhi
3. Budgett, R. and Leedyn, J.; Aspects of Educational Technology, Part 1B, Pitman Publishing Co, New York.
4. Buch, M.B. and Santhanam, M.R.; Communication in classroom, CASE, Baroda
5. Das, R.C. (1993); Educational Technology - A Basic Text, Sterling Publishers Pvt. Ltd.
6. Ericson and Cort: Fundamentals of Teaching with Visual Technology, Macmillan Publication Cop.
7. Evaut, M.; The International Encyclopedia of Educational Technology
8. Hass, K.B. and Packer, H.Q. (1990) Preparation and use of Audio-visual Aids, 3rd Edition, Practice Hall, Inc.

9. Jangira, N.K. & Ajita Singh; Core Teaching Skills - a Micro Teaching Approach, NCERT, New Delhi
10. Joyrr, B. Eril, M.; Models of Teaching, Practice Hall, New Jersy
11. Kumar, K.L. (1996) Educational Technology, New Age International (P) Limited, New Delhi
12. Kulkarni, S.S.; Introduction to Educational Technology, Oxford & 1BH, New Delhi
13. Romiszowski, A.J. (1974); The Selection and Use of Instructional Media, Kogan Page London.
14. Robert M. Gogne and Leslic J. Briggs; Principles of Instructional Design
15. Romizwsri, A.J. (1986) Designing Instructional Systems, Kogan Page Publishers
16. Sampath et.ab. (1981): Introduction Education Technology, Sterling Publishers, Pvt. Ltd.
17. Sharma, B.M. (1994) Media and Education, New Delhi, Common Wealth Publishers
18. Weisgerber, R.A. (1968) Instructional Process & Media Innovation, Rand McNally Co.
19. Wittroch, M.C. and Wiley D.E. (1970) The Evaluation of Instructional Issues and Problems, Holt Reichert.
20. Wragg, E.C. (Ed.) (1984) Classroom Teaching Skills Nicholas Publishing Co., New York, NY10024

Group V : Vocation Specific Modules

Content Based Methodology (Area Core) Business & Commerce Group

CORE MODULE - VC1 : FUNDAMENTALS OF ACCOUNTING AND COSTING

Credits	:	2 (1+1)
Hours per week	:	3
Total Time	:	54 Hrs.

1.1 RATIONALE :

Every business firm wants to know the results of its operations for a given period of time. This helps to know whether it has earned profit during the period or has incurred losses. It will be possible only when all business transactions are recorded. It may therefore be stated that the knowledge and skills of record keeping and preparing summary of financial records is essential, for every teacher trainee in the vocational area of Business & commerce. Fundamentals of accounting has therefore been taken as core competency, to be developed in all teacher trainees in the area of Business & Commerce.

1.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to :

- i. appreciate the voucher based system of accounting;
- ii. recognize, classify and describe different types of accounting vouchers, formats and books of accounts;
- iii. record the financial transactions in appropriate books of accounts;
- iv. prepare trial balance and the final accounts of a firm;
- v. calculate business results and financial position of a firm;
- vi. identify various cost elements and prepare the cost sheet;
- vii. prepare bank reconciliation statement with the given cash book and pass book; and
- viii. transact the above objectives to vocational students and develop the accounting skills in them in an effective manner

1.3 CONTENTS :

1.3.1	Theory	Time : 24 Hours
UNIT-1	Bookkeeping and Accounting - meaning, objectives, importance, branches, key accounting terms; Types of accounts - Personal, Real and nominal, Rules of recording transactions.	3 Hrs.
UNIT-2	Accounting Procedure : Day books - utility, types; accounting and supporting vouchers, entering vouchers in Day-Books; Ledger - need, format; posting of transactions from day book to ledger; Balancing of day books and accounts - meaning of debit and credit balances. Use of practice set for recording, classification and finalisation of accounts.	3 Hrs.
UNIT-3	End of Period Accounts : Trial Balance - concept, need and method; Final Accounts - Preparation of worksheet for finalisation of accounts, Trading, Profit & Loss Account and Balance Sheet; Errors and their rectification	3 Hrs.
UNIT-4	Bank Reconciliation Statement : Meaning, need, reasons for difference in balance of cash book and pass book, preparation of bank reconciliation statement.	3 Hrs.
UNIT-5	Depreciation : concept, need, methods of depreciation, - Straight Line Method and Written Down Value Method, Annuity Method, Sinking Fund Method.	4 Hrs.
UNIT-6	Elements of Costing : Cost Accounting - meaning, nature, scope, objectives and role of cost accounting; Cost - concepts, types , fixed costs, variable costs, semi-variable costs, direct costs and indirect costs; Elements of cost - material, labour and expenses.	4 Hrs.
UNIT-7	Cost Sheet : Meaning, purpose, format, preparation of cost sheet, prime cost, work cost, cost of production, cost of sales, total cost, cost per unit.	4 Hrs.
1.3.2	Practicals	Time : 30 Hours
1.	Preparation of basic vouchers, such as cash memo, receipts, bill, invoices, debit notes and credit notes	
2.	Collection of different types of vouchers from different organisations;	
3.	Classification of vouchers	
4.	Recording of transactions with the help of vouchers into books of accounts	
5.	Posting of transactions recorded in subsidiary books to ledger	

6. Use of practice sets for completing accounting cycle.
7. Preparation of Trial Balance
8. Preparation of final accounts passing adjustment entries
9. Preparation of Bank Reconciliation Statement
10. Classification of cost heads into different elements
11. Preparation of cost sheet

1.4 TRANSACTIONAL STRATEGIES :

Collection and development of vouchers by visiting different organisations and giving accounting treatment through the methods of lecture, demonstration, discussion, problem solving, assignment, activity based practice and project work.

1.5 EVALUATION :

There would be continuous evaluation by way of internal assessment through Assignments, unit tests and record of practice set, written test and viva-voce.

1.6 REFERENCES :

1. Grewal T.S., 'Introduction to Accounting', S. Chand & Co., New Delhi
2. Gupta R.C., 'Corporate Accounting'
3. Gupta R.L., 'Introduction to Financial Accounting', Sultan Chand & Co., New Delhi
4. Monga, 'Accountancy'
5. Jain S.P. & Chaturvedi, 'Accountancy', Mahavir Publications, New Delhi

Group V : Vocation Specific Modules

Content Based Methodology (Area Core) Business & Commerce Group

CORE MODULE - VC2 : BUSINESS COMMUNICATIONS

Credits	·	2 (1+1)
Hours per week	:	3
Total Time	:	54 Hours

2.1 RATIONALE :

A businessman has to deal with people within his organisation as well as outside people like the suppliers, customers, competitors, Government departments and the public at large. Communication skills of employees are considered to be essential for the growth and development of any organisation. Therefore greater emphasis is placed on developing communication skills in the students under vocational education.

The communication skills are commonly needed in all the commerce based vocational courses. Thus communication is taken as core competency, to be developed in the teacher trainees.

2.2 OBJECTIVES :

- On completing this module, the teacher trainees will be able to :
- i. explain the characteristics of effective communication,
 - ii. classify forms of communication into different groups;
 - iii. describe the factors affecting choice of the method of communication;
 - iv. develop the skills of effective oral communication;
 - v. develop the skills of effective written communication;
 - vi. draft various written communications used in a business house,
 - vii. operate modern communication devices effectively;
 - viii. identify the factors affecting interpersonal relations within an organisation;
 - ix. show team spirit and cordial relation with the superiors & subordinates; and
 - x. develop the communication skills in vocational students through transaction of the above objectives in an effective manner.

2.3 CONTENTS :

2.3.1 Theory Time : 24 Hours

UNIT-1	Communication - Meaning, process method and forms; characteristics of effective communication; new trends in communication; factors determining choice of method of communication.	6 Hrs.
UNIT-2	Oral Communication - Meaning, importance, forms, suitability, advantages and disadvantages	6 Hrs.
UNIT-3	Written Communication - Meaning, importance and forms; drafting of official correspondence - letters, memorandum, circulars, notes; drafting of business correspondence - invoice, inquiry, order, follow up letters - letters to a bank, insurance company; suitability, advantages and disadvantages of written communication.	6 Hrs.
UNIT-4	Modern Communication Devices - Telephone, fax, telex, communication through internet, e-mail, voice mail; e-commerce.	6 Hrs.

2.3.2 Practicals Time : 24 Hours

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1. Practice of listening to talks, taking notes, participating in discussions and commenting on its effectiveness and suggesting ways to rectify the communication gaps, if any
 2. Practice of delivering talks/ speech/ lecture on a pre selected topic for fifteen minutes and getting feed back from the audience regarding its effectiveness.
 3. Practice of listening to recorded telephonic talk of a sales person with his customer and commenting on its effectiveness.
 4. Practice of observing dialogues between two officers and summarising the main points.
 5. Practice of recording your talk/ speech/ lecture in audio/ video tape and identifying errors/ deficiencies from the communication point of view.
 6. Practice of drafting the official letters/ Demi-official letters
 7. Practice of drafting memorandum, circulars and orders.
 8. Practice of drafting letter of enquiry, invoice, order and complaint letters.

9. Practice of drafting letters to banks, insurance companies and agencies on different issues.
10. Practice of sending communications through fax and computer (fax, e-mail, voice mail and internet).

2.4 TRANSACTIONAL STRATEGIES :

Lecture-cum-Discussion Method :

Case Studies

Visits to Modern Offices

Demonstration & practice method to use various communication devices.

Problem solving.

Project work.

2.5 EVALUATION :

There should be continuous evaluation by way of internal assessment through assignments, unit tests and record of practice set, written test and viva-voce.

2.6 REFERENCES :

1. Essentials of Business Communication By Rajendra Pal & J.S. Korlahlli Sultan Chand & Sons, New Delhi, 1995
2. Business Correspondence and Report Writing By R.C. Sharma & Krishna Mohan Tata McGraw - Hill Publishing Company Limited, New Delhi, 1995
3. Management Information System By M.K. Singh & A Bhattacharya, Discorety Publishing House, New Delhi, 1990
4. Business Information Systems By Muneesh Kumar, Vikas Publishing House Pvt. Ltd., New Delhi, 1999
5. Communication Systems, Analog and Digital By R.P Singh & S.D. Spare. Tat McGraw Hill Publishing Company Limited, New Delhi, 1995

Group V : Vocation Specific Modules

Content Based Methodology (Area Core) Business & Commerce Group

CORE MODULE - VC3 : BANKING AND NEGOTIABLE INSTRUMENTS

Credits	:	2 (1+1)
Hours per week	:	3
Total Time	:	54 Hours

3.1 RATIONALE :

Banking is indispensable in the working of trading and non-trading organisations. Due to the widening scope of services provided by a banker, dealing with a bank is becoming a special activity. It is therefore necessary that the teacher trainees are given adequate knowledge and skills in this field so that they can inculcate the same in their students.

As skills to deal with a bank are essential for all commerce based vocational courses, the module on banking is being taken as a Core Competency, to be developed in all the teacher trainees.

3.2 OBJECTIVES :

On completion of this module the teacher trainees will be able to :

- i. describe different services offered by a bank;
- ii. appreciate the recent banking procedures facilities and practices and their role in the national development;
- iii. classify, describe and use various forms being used in banks (like pay-in slips, cheques, passbook, account statements, etc.);
- iv. develop the skills of using the banking services in the vocational students in a systematic manner;
- v. distinguish between different types of crossing of cheques;
- vi. appreciate the implications of dishonor of a cheque; and
- vii. inculcate in the students of vocational stream, the ability to describe the recent banking practices and draw the maximum benefits of the facilities.

3.3 CONTENTS :

3.3.1 Theory Time : 24 Hours

UNIT-1	Banking - meaning, types and services provided by commercial banks; role in economic and social development;	4 Hrs.
UNIT-2	Deposit Accounts - meaning; types of Bank accounts - current, savings, term deposits ; Opening and closing of a bank account - conditions, formalities forms to be complied with procedures for saving, current, term deposits; Bank services - DD, pay order, collection of cheques, lockers, standing instructions, ATM, credit cards, Depository services ; Personalised banking; Growth of private sector banks - reasons.	10 Hrs.
UNIT-3	Negotiable Instruments - meaning, types - Bill of exchange, Promissory note, Cheque, Hundies; Endorsement;	4 Hrs.
UNIT-4	Cheque: Crossing; Precautions in payment of a cheque, cheque book facility - conditions, use; stop payment instructions, difference between bearer and crossed cheques; dishonour of a cheque - legal consequences.	6 Hrs.

3.3.2 Practicals Time : 36 Hours

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1. Role playing exercises in suggesting different types of deposit accounts/ schemes to suit the needs of different types of depositors.
 2. Practice of filling account opening forms, specimen signature cards, withdrawal forms, pay-in-slips and Loan forms for different purposes.
 3. Writing application to the manager of a bank for the issue of a duplicate cheque book or passbook.
 4. Practice of writing application for stop payment of a lost cheque/ bank draft and listing out the formalities required to be completed in these regard
 5. Visit to a bank to know the services offered by it to different class of customers and writing of report.
 6. Survey of some customers of a bank to know their level of satisfaction from the services offered by the bank and their suggestions for improvement of the same and writing a report.

3.4 TRANSACTIONAL STRATEGIES :

This module would be transacted through Lectures discussions demonstrations, case studies, group interaction, field visits and surveys. The theoretical portion would be covered simultaneously alongwith the practicals.

3.5 EVALUATION :

There will be continuous internal evaluation of the trainees by way of assignments, project work, record of practice set, written test and viva-voce.

3.6 REFERENCES :

1. Sundharm & Varshney, Banking Theory, Law & Practice, Sultan Chand and Sons, New Delhi, 1995.
2. S.N. Maheshwari, Kalyani's Banking Law and Practice, Kalyani Publishers, New Delhi, 1994.
3. A.A.K. Sing, Guide to Promotion Test in Banks, Sultan Chand & Sons, New Delhi, 1994.
4. P.N. Reddy & H.R. Appamaiah, Banking Theory and Practice, Himalaya Publishing House, Bombay, 1992.
5. M.C. Kuchhal, Mercantile Law, Vikas Publishing House Pvt. Ltd., New Delhi, 1999
6. N.D. Kapoor, Elements of Mercantile Law, Sultan Chand & Sons, New Delhi, 1992.

Group V : Vocation Specific Modules

Content Based Methodology (Area Core) Business & Commerce Group

CORE MODULE - VC4 : RECORDS MANAGEMENT

Credits	:	2 (1+1)
Hours per week	:	3
Total Time	:	54 Hours

4.1 RATIONALE :

Records Management is an important activity in all organisations - whether business firms or non-business organisations such as hospitals, sports clubs etc. It occupies an important place in the contents of many of the commerce based vocational courses. The scientific knowledge of Records Management is indispensable for the systematic management of the records in any organisation which has become highly intricate and dynamic. For a vocational teacher trainee, it is essential to acquire competencies in the area of Records Management so that he can impart the requisite knowledge, understanding and skills in this area, to his students. Therefore, this module is being taken as a core module, to be taught to all teacher trainees of commerce group, to enable them to inculcate such knowledge understanding and skills in their students.

4.2 OBJECTIVES :

On completion of this module, the teacher trainees will be able to

- i. appreciate the significance of systematic records management;
- ii. operate and maintain electronic and manual records;
- iii. describe the classification of different files and records;
- iv. use filing equipments effectively;
- v. appreciate and adopt essentials of good indexing; and
- vi. develop the skills of record management in vocational students through transaction of the above objectives.

4.3 CONTENTS :

4.3.1 Theory Time : 16 Hours

- UNIT-1 Records Management : meaning - definition - classification, purpose, - principles of Record Management - Record Management Manual, Record retention- determining record retention schedule - transfer of records-protection of vital records-destruction of records- Micro filing. 5 Hrs.
- UNIT-2 Filing : meaning, importance, characteristics of good filing system; planning and organisation of filing department - centralised and decentralised filing systems, functional organisation; Classification of files - alphabetical, geographical, subjectwise, numerical, chronological basis; Methods of filling - old and modern methods - vertical and flat filing; Selecting a suitable filing system. 6 Hrs.
- UNIT-3 Indexing : meaning, usefulness, objectives, types - book index, vowel index, loose leaf index, card index, strip index, wheel index; Essentials of good indexing. 5 Hrs.

4.3.2 Project Work Time : 38 Hours

1. Visit to a modern office to study the record manuals, prepare a report and discuss in the class.
2. Study of the record retention & record detention schedule of an office and preparation of a report.
3. Transfer and protection and destruction of records in an office;
4. Visit a modern office to study the planning of filing system, organisation & classification of the filing system and prepare a report.
5. Group discussion on old and modern methods of filing.
6. Field visits to a traditional and a modern office to study the different types of indexes in use.

4.4 TRANSACTIONAL STRATEGY :

- i. Lecture - cum - discussion method
- ii. Demonstration
- iii. Problem Solving
- iv. Field Visits
- v. Project work.

4.5 EVALUATION :

There would be a continuous evaluation of the trainees by way of internal assessment through Observations, assignments, Project work, written tests/ viva-voce.

4.6 REFERENCES :

1. Sharma R.K., Gupta S.K. & Nayyar S., 'Office Management', Kalyani Publications, Delhi
2. Sherlekar, 'Office Management'
3. Robinson, Office Management, Tata McGraw Hill(P) Ltd., New Delhi
4. Frank M. Rachel, Management of Office Operations, Printice Hall, New Delhi
5. I.M. Sahay, Modern Office Management, Kitab Mahal, New Delhi
6. Balraj Duggal, Office Management & Commercial Correspondence, Kitab Mahal, New Delhi
7. V.P. Singh, Office Management & Secretarial Practice, Gyan Publish House, Delhi
8. B P. Singh & Others, Office Management, Kalyani Publishers, New Delhi
9. R.K. Chopra, Office Management, Himalaya Publishing House, Bombay

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SECOND SEMESTER COURSES

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Group E : Education Group Modules

PAPER - ED4 : CURRICULUM, EVALUATION & ACTION RESEARCH

Credits	:	3 (2+1)
Hours per week	:	4
Total Time	:	72 Hrs.

4.1 RATIONALE :

Curriculum, evaluation and action research provides meaningful experiences to children for the development of their personality. A well planned and designed curriculum inculcates the requisite knowledge, skills and attitudes amongst the learners, whereas evaluation of curriculum provides regular feedback for its improvement, the evaluation of the performance of learners provides opportunity for their regular development and correction through various types of tools and techniques. Besides this, the practicing teachers face many problems in day to day functioning. The action research helps in solving these problems and increases the effectiveness of teaching-learning process. In case of vocational education, more emphasis needs to be given on psychomotor skills. The present paper provides opportunity to the student teachers for their development in the vocational skills.

4.2 OBJECTIVES :

On completion of this module the student teacher will be able to

- i explain the concept, principles and basis of curriculum construction;
- ii. describes the steps involved in curriculum construction;
- iii. analyse the school curriculum with respect to contents, structure and instructional strategies;
- iv. explain the concept, principles of techniques of measurement, assessment and evaluation.
- v develops different of tools evaluation to measure knowledge, attitudes and skills pertaining to vocational education,
- vi. construct the achievement, diagnostic and performance tests;
- vii. administer and interpret the test scores and its implications to students and parents;
- viii. analyse the question papers with respect to subject specialisation;
- ix. understand the need for, concept of and the steps involved in action research; and
- x undertake action research and interpret the data.

4.3 CONTENTS :

4.3.1

Theory

Time : 36 Hours

CURRICULUM

- UNIT 1 Introduction : Concepts of course of study, syllabus and curriculum, principles and determinants of curriculum construction - philosophical, sociological, psychological, cultural, political, economic and environmental
- UNIT 2 Taxonomy of educational objectives : Cognitive domain, affective domain psychomotor domain; stating instructional objectives in behavioral terms; Interphase of cognition, emotion and action in taxonomy of educational objectives.
- UNIT 3 Curriculum Planning and Design : Components of curriculum aims and objectives, selection of contents, learning experiences and resources; organisation of contents and learning experiences (principles involved); curriculum evaluation; Planning the curriculum related to manpower needs; types of programmes, duration of programmes; systems approach to curriculum development; types of curriculum, competency based curriculum- need and importance, Identification of competencies in curriculum planning and designing.
- UNIT 4 Curriculum Implementation and its Evaluation : Factors influencing the quality of curriculum; Implementation in different locations such as classrooms, laboratories, workshops, field and industry; need for curriculum evaluation and revision, critical analysis of existing curriculum at state and national levels, evaluation of a textbook.

Factors to be considered while evaluating a curriculum - student's performance, (feed back from students, teachers, employers) - attainability of curricular objectives, changes in technology, obsolescence - relevance of practical work; constraints in implementation - availability of resources.

EVALUATION

- UNIT 5 Measurement and Evaluation : Concept and nature - measurement, assessment, testing, appraisal and evaluation; types of evaluation- formative, summative, diagnostic, internal and external evaluation, process and product evaluation, continuous and comprehensive evaluation; Grading system in evaluation
- UNIT 6 Tools and Techniques of Evaluation : Testing - criterion and norm referenced testing, teacher made and standardized tests; achievement and diagnostic tests - construction, administration and uses of different tests; performance tests and tools of evaluation.

Characteristics of good measuring tools, tests and techniques validity, reliability, objectivity and practicability; observation, interview, rating scale, check list, sociometry, attitude scales, aptitude tests and interest inventories ; Analysis of question paper, need for question bank, development of questions bank, retrieval of questions, marking and grading.

UNIT 7 Interpretation of Test Scores : Calculation of percentages, measures of central tendency and variability, Quartiles, Percentiles and Standard Deviation; simple correlation; tabular and graphic representation of test scores - frequency polygon, histogram, ogive; interpretation of the data.

ACTION RESEARCH

UNIT 8 Action Research : Concept of research and action research and its types, nature, scope and need for action research; steps involved in action research; action research during field experience.

4.3.2	Practicals/ Sessional Activity	Time : 36 Hours
1.	Critical analysis of curriculum of the respective states vis-a-vis national curriculum with respect to vocational education.	
2.	Conducting case study of a vocational institution in respect of certain identified criterion.	
3.	Job description and task analysis in the area of specialization.	
4.	Construction and administration of an achievement test; item analysis and interpretation of test scores	
5.	Preparation, administration and interpretation of criterion referenced test.	
6.	Evaluation of text book and related instructional materials.	
7.	Conducting action research during field experiences and preparing Action Research report.	
8.	Conducting continuous and comprehensive evaluation in scholastic and non-scholastic dimensions of vocational subject areas.	
9.	Construction and administration of performance test.	
10.	Study of evaluation practices in selected institutions.	
11	Examining & reporting the curricular materials with reference to development of values.	
12	Examining the curricular materials with reference to gender sensitivity and reporting.	

4.4 TRANSACTIONAL STRATEGIES :

Lecture cum demonstrations, group work followed by discussion, seminars, tutorials, panel discussions, field trips, visit to different institutions, assignments.

4.5 EVALUATION :

There would be continuous evaluation by way of internal assessment through assignments, unit tests and record of practice sets, written test and viva-voce.

4.6 REFERENCES :

1. Arora G.L. (1988) Curriculum and Quality in Education, New Delhi, NCERT
2. Bloom B(Ed) 1956, Taxonomy of Educational Objectives, New York, Longwans Green and Co.
3. Gronlund NE (1981) Measurement and Evaluation in Teaching, New York, Macmillan
4. NHRD (1993) Learning without Burden, Report of the National Advisor Committee
5. NCERT (1985), Curriculum and Evaluation, New Delhi, NCERT
6. NCERT (1988) National Curriculum - A frame work, New Delhi, NCERT
7. Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
8. Thorndike R.L. and Hagen (1977) Measurement and Evaluation in Psychology and Education, New York, John Wiley
9. Das, R.C. esial (1984) Curriculum and Evaluation, New Delhi, NCERT
10. Garret H.E. (1971) Statistics in Psychology and Education, Bombay; Vakils, Feoffer, Simons (Pvt.) Ltd.
11. Gronlund N.E. (1970) Stating Behavioral Objectives for classroom instruction, London, Macmillan co.
12. Noll, V.H. Scannel D.P. and Faig C (1979) Introduction to Educational Measurement, Boston, Houghton Mifflin Co.
13. Popham, W J. (wd) 1978 - Criterion - referenced Measurement Englewood Chiffs, N.J. Prentice Hall
14. Popham W.J. (1993) Educational Evaluation, Sllyn and Bacon, New York.

Group E : Education Group Modules

PAPER - ED5 : ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

Credits	:	3 (2+1)
Hours per week	:	4
Total Time	.	72 Hrs.

5.1 RATIONALE :

Vocational education programme aims at developing pupils for the world of work, by enhancing their employability. The vocational passouts may either join wage employment or go in for a self employment venture. In both these situations, he/she has to deal with people and has to work in teams. It is therefore of utmost importance that he/she understands the intricacies of organisational behaviour. The aspects of communication, leadership and motivation would be quite useful in making him/ her effective in these situations.

Similarly important aspects of management, particularly the marketing management and financial management are quite essential in making a vocational passout competent in managing small enterprise. Thus the vocational teachers need to be equipped with the knowledge and skills of organisational behaviour and management. This will help him in effectively guiding his/her pupils in these two very important aspects of management.

5.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to:

- i. explain the meaning and role of organisational behaviour;
- ii. describe the process of communication and means of effective communication;
- iii. appreciate the need and methods of motivation;
- iv. explain the concept of team and team behaviour and the methods of conflict resolution;
- v. describe the functions of management and the role of a teacher in the management of vocational education programme;
- vi. explain the concept of marketing management and the elements of marketing mix;
- vii. describe the sources of finance and estimate the capital requirements for a business; and
- viii. undertake dissemination of information and activities relating to organization behaviour and management.

5.3 CONTENTS :

Part I - Organisational Behaviour and Management

- UNIT 1** Introduction - Meaning and goals of organization behaviour; Historical background - The Hawthorn experiments; Models of organisational behaviour.
- UNIT 2** Today's organisations - Information Technology, Total Quality and Organisational learning; Organisational behaviour in educational institutes Human Resource Development (HRD) climate in organisations- meaning, factors, assessment, mechanism to improve HRD climate. HRD claimed and efficiency in target achievement. Role of HRD climate in achieving total quality management (TQM) in the process of teacher preparation.
- UNIT 3** Managing Communications - Communication process in organisations; Forward, upward and horizontal communication process, verbal and non-verbal communication; Barriers in communication; Modern Communication Technology.
- UNIT 4** Motivating Performance - Meaning, role; Types of needs, Content theories and process theories of motivation, motivating performance through job design and goal setting.
- UNIT 5** Leadership - Definition, theories of leadership; leadership roles and activities, leadership styles; skills for effective leadership.
- UNIT 6** Group Behaviour - Informal and formal groups; Teams and team behaviour - need, importance; Team building models, team effectiveness evaluation, problem solving and decision making, conflict resolution and its methods..
- UNIT 7** Management - Definition, role, functions - planning, organising, directing, controlling, coordination, decision making; Functional Management - Production management, Personnel management, Marketing management, Financial management; Management of Vocational Education Programme - Role of a teacher. Establishing collaborative arrangements, coordination of part-time teaching, managing production cum training centres.
- UNIT 8** Marketing Management - Meaning, role, functions, marketing concept, basis of market segmentation and targeting; Special characteristics of Indian marketing environment; Elements of marketing mix; Channels of distribution; Elements of promotion mix ; Meaning and role of Advertising, selection of Advertising media.
- UNIT 9** Financial Management - Concept and role of finance, functions of finance department; capital requirements, sources of finance, financial institutions.

5.4 TRANSACTIONAL STRATEGIES :

Lecture, Discussions, Project Work, Practical Exercise, Case Studies, Management Films & Games, Simulation Exercises, Group Work.

5.5 EVALUATION

There would be continuous evaluation by way of internal assessment through assignments, unit tests and record of practice set, written test and viva-voce.

5.6 REFERENCES

1. Newstorm J.W. & Keith Davis, Organisational Behaviour of Work, Tata McGrawHill Publishing Company Ltd., New Delhi, 1998.
2. Freed Luthans, Organsitional Behaviour, McGrawHill International, 1998.
3. Bhushan Y.K, Fundamentals of Business, Organization & Management, Sultan Chand & Sons, New Delhi.
4. Prasad L.M., Principles and Practice of Management, Sultan Chand & Sons, New Delhi.
5. Elements of Marketing, PSSCIVE, Bhopal.
6. Marketing Management by Rustom Davar.
7. Nair Rajan, Marketing, Sultan Chand and Sons, New Delhi.
8. Financial Management by Kulkarni P.V.
9. Nagpal S. A study of Human Resource development climate DTETS, DTEE, Monograph, year, 1998.

Group V : Vocation Specific Modules

Content cum Methodology (Elective Modules) Business & Commerce Group

ELECTIVE MODULE - VE1 : OFFICE MANAGEMENT

Credits	:	3 (2+1)
Hours per week	:	4
Total Time	:	72 Hours

1.1 RATIONALE :

Office Management is one of the popular courses in Business & Commerce vocational area. The subject is not very common at graduation or post graduation level. The teacher who needs to teach the Office Management course should have sufficient competence in theory as well as in practicals. Therefore this module aims at helping the teacher trainees to acquire sufficient knowledge, skills and personality traits in the field of Office Management so that they can inculcate the same in their students.

1.2 OBJECTIVES :

On completion of this module, the teacher trainees will be able to

- i. appreciate the concept of modern office and its functions;
- ii. describe the key issues of location, layout, office environment, office systems, purchase procedures, maintenance of assets, reception work, assisting executives & co-workers, and organising meetings in a modern office;
- iii. develop skills in noting, drafting, office systems and procedures, operation of office machines, assisting visitors and co-workers, arrangement of meetings, preparing reports etc.; and
- iv. transact the above objectives to their vocational students and develop skills in office procedure & practices in them in an effective manner.

1.3 CONTENTS :

1.3.1	Theory	Time : 36 Hours
UNIT-1	Introduction to an Office : meaning, importance, functions and departments of an office; Office manager - duties, responsibilities and qualities; Office organization - meaning, principles; Centralization and decentralization of office services; Organizational charts and manuals - contents, types, utilities; Office systems and procedures; office automation and paperless office.	4 Hrs.
UNIT-2	Handling Mail : centralization and decentralization of mail handling. Procedure of handling inward and outward mail; mail room equipments.	4 Hrs.
UNIT-3	Noting and Note Sheet Writing : need, points to be kept in mind while writing in a note sheet, submission of a note sheet, preservation of note sheet, abbreviations used in note sheets.	5 Hrs.
UNIT-4	Office Accommodation, Layout and Environment · Selection of office accommodation, qualities of office building layout - principles, steps in designing office layout; Types of layout - Open office vs Private office; Office environment - impact on office work; Office furniture - types, suitability	6 Hrs.
UNIT-5	Reception Office : Need and importance of reception in an organization; Layout of a reception counter; Role, functions, duties, responsibilities and qualities of a receptionist; Lobby - functions and duties of a lobby manager.	6 Hrs.
UNIT-6	Postal Insurance and Travel Information . Services to an office; Travel information-Boarding arrangements (hotels, guest houses) tourist spots;availability and arrangement of mode of transportation	5 Hrs.
UNIT-7	Meetings · meaning, importance, requisites of valid meetings; Making prior arrangements, Notice; Agenda, Quorum; Minutes; Proxy; Procedure for discussion in meetings, motions, resolutions, interruptions in debate, Amendments, formal motions, Point of order. Making prior arrangements for meetings, preparation of minutes/ reports; Qualities of a good minutes/ reports.	6 Hrs

1. Field visit to an office to study about different departments, and collect organisational charts, office manuals and writing reports.
2. Visit a modern office in your locality and study the office systems and procedures adopted by it. Prepare a report on the same.
3. Observe the method of recording inward and outward mail in your college or a nearby office and prepare a report on the same and present it in the class.
4. Practice of recording the inward outward mail in the concerned registers
5. Practice of working on folding machine, sealing machine, addressing machine and franking machine;
6. Practice of writing note on notesheets on different subjects.
7. Visit to an office to study the office environment and its impact on office work, and prepare a report.
8. Make a comparative study and prepare report of two offices in respect of types, quality and suitability of furniture used for different purposes and its impact on work;
9. Make a comparative study and prepare report of two offices in respect of stationery control mechanism and procedure for issue of stationery and maintenance of records.
10. Visit to an office and study the layout of the Reception counter. Prepare a report and present it in the class.
11. Prepare a report on the services offered by a Post Office/ insurance company/ travel agency/ transport firm to an office.
12. Practice on preparing agenda for a meeting; noting the proceedings of the meeting, drafting minutes/ reports of the meeting, proof reading and finalisation of the minutes/ reports.
13. Handling of the office equipments

1.4 INSTRUCTIONAL STRATEGIES :

Lecture-cum-discussion, Demonstration, Assignments, Visits to various modern offices, project works and seminars.

1.5 EVALUATION :

Tests (oral/ written)

Assignments

Observations

Project Works

Viva - Voce

Viva- voce

Practical Assessment

1.6 REFERENCES :

1. Dolland Harry & Mulukerne, Office Procedures & Administration, Tata McGraw Hill (P) Ltd., New Delhi
2. A.K. Sen, Secretarial & Administrative Practice, Academic Publishers, Calcutta
3. Robinson, Office Management, Tata McGraw Hill(P) Ltd., New Delhi
4. Frank M. Rachel, Management of Office Operations, Printice Hall, New Delhi
5. J.P. Mahajan, Fundamentals of Office Management, Pithamber Publications, New Delhi
6. I.M. Sahay, Modern Office Management, Kitab Mahal, New Delhi
7. NCERT, Office Procedure & Practice I, NCERT, Sri Aurobindo Marg, New Delhi-16
8. Balraj Duggal, Office Management & Commercial Correspondence, Kitab Mahal, New Delhi
9. V.P. Singh, Office Management & Secretarial Practice, Gyan Publish House, Delhi
10. B.P. Singh & Others, Office Management, Kalyani Publishers, New Delhi
11. S.P. Arora, Office Organization and Management, Vikas Publishing House Pvt Ltd., New Delhi
12. Prasanta K. Ghosh, An Outline of Secretarial Practice and Office Management, Sultan Chand & Sons, New Delhi
13. P.N Reddy and H.R. Appannaiah, Office Organization and Management, Himalay Publishing House, Bombay
14. R.K. Chopra, Office Management, Himalaya Publishing House, Bombay

Group V : Vocation Specific Modules

Content cum Methodology (Elective Modules) Business & Commerce Group

ELECTIVE MODULE - VE2 : PURCHASING & STORE KEEPING

Credits	:	3 (1+2)
Hours per week	:	5
Total Time	:	90 Hours

2.1 RATIONALE :

The subject of purchasing and store keeping assumes considerable importance in all commercial organisations as efficiency of the entire production and distribution system depends on the efficiency of the purchase and stores inventory management. As vast number of employment opportunities exist in the areas of purchasing and storekeeping, it is imperative that the teacher trainees are equipped with adequate knowledge and skills in these areas so that they can impart the same to their students. Thus, this module on Purchasing & Storekeeping is included to enable the teacher trainees to acquire the needed knowledge, understanding and skills in the area of the purchasing and store keeping.

2.2 OBJECTIVES :

On completion of the module, the teacher trainees will be able to:

- i. make budget preparations in respect of purchases;
- ii. appreciate the relative usefulness of different methods of purchasing;
- iii. describe the principles and standards of purchasing;
- iv. handle the materials and storage equipments;
- v. specify procedure for the purchase of materials;
- vi. identify methods for the preservation of store items;
- vii. maintain proper levels of inventory;
- viii. maintain purchase and store records; and
- ix. appreciate the legal aspects of purchasing

2.3 CONTENTS :

2.3.1 **Theory** **Time : 36 Hours**

UNIT-1	Purchasing - meaning and importance, basic principles - right quality, quantity, source, price, time and place; Functions of a purchase department; Organization of the purchase department, Methods of purchasing - forward buying, hedging, reciprocal buying, scheduled purchasing and contract purchasing; Ethics of purchasing.	6 Hrs.
UNIT-2	Purchase Procedure and Records - Purchase procedure, determination of purchase requirements; purchase records; and documents; Government purchasing; Value analysis, Value engineering, Import procedure and documents;	6 Hrs.
UNIT-3	Purchase Budget - Meaning, importance; control of purchases, factors governing a purchase budget, techniques of drawing up the budget, budget preparation.	6 Hrs.
UNIT-4	Store Keeping - Meaning and importance; Functions, duties and responsibilities of a store keeper; Store organization: location and layout of store, material handling, storage and material handling equipment - safety and statutory regulations, receipt and issue of material - procedure; Store verification - meaning, procedure and types.	6 Hrs.
UNIT-5	Inventory Control - nature and scope, importance, determination of safety stock, EOQ, re-order point, lead time.	6 Hrs.
UNIT-6	Legal Aspects in Purchasing - Law of contract, elements of a valid contract, agency, contract of sale - legal aspects in proposal & acceptance, risk, rights and duties of buyer; breach of contract, settlement of disputes	6 Hrs.

2.3.2 **Practicals** **Time : 54 Hours**

1. Conduct of market survey pertaining to price, delivery period and other terms & conditions for the purchase of locally produced/ distributed products and preparation of report.
2. Collection, designing and filling up of proformas of 'purchase requisition', 'comparative statements' and 'purchase order'.
3. Exercises in the preparation of purchase budget for total stationary requirements of a college or sports equipment for a sports club.

4. Survey of local firms to know the procedure used by them in respect of purchase of raw materials and preparation of report.
5. Case studies on preparation of purchase budget and methods of inventory management and control and writing report.
6. Role play model on Buyers and Sellers meet.
7. Field visits to study the layout of a nearby store and preparation of the report clearly identifying the location of - entry gate, fire extinguishers and allotment of area to different departments.
8. Visit to a store to study its layout followed by a discussion with the stores manager on the factors considered at the time of designing the layout and writing report.
9. Field visits to study the store and material handling equipments and safety measures used by the organisations and comparing with the check list prepared by the trainees and writing report.
10. Visit to a library to study the classification and coding system of books and submitting a report on it.
11. Designing and filling various documents used in the purchase and stores department, by visiting nearby organisations.

2.4 TRANSACTIONAL STRATEGIES :

Lecture method

Demonstration : for the use of material handling & store equipments

Field visit : to study the various location, layout, use of store equipments

Practicals : practicals on preparation of budget, tender, negotiation and finalizing tender

Assignment : assignment on maintenance purchase & store records.

Seminar and Group Discussion on various issues.

2.5 EVALUATION :

Evaluating of students performance through Assignments, Project Work, Field study, Reports, Role playing exercises and Group Discussion

2.6 REFERENCES :

1. Datta A.K., Modern Material Management, Indian Society for Material Management, Calcutta
2. Nair K., Material Management, Asia Publishing House, Bombay
3. Carter R.J., Store Management, Mac, Donalds Evans, London
4. Nair K., Purchasing & Material Management, Value Education Books, New Delhi
5. Gopala Krishnan, Material Management, Practice Hall of India, New Delhi
6. Gokran P.R., Essentials of Material Management, Somaiya Publications Pvt. Limited, Bombay

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THIRD SEMESTER COURSES

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Group E : Education Group Modules

PAPER - ED6 : ENTREPRENEURSHIP DEVELOPMENT AND PROJECT FORMULATION

Credits	: 3 (2+1)
Hours per week	: 4
Total Time	: 72 Hrs.

6.1 RATIONALE :

Vocational passouts can go either for wage employment or self-employment. However, majority of them lack confidence needed for setting up their own enterprise and take up self-employment. Self-employment would hold the key to solving some of the social and economic problems in India in the years to come. Therefore, vocational education system needs to be geared to self-employment, through systematic approach to entrepreneurship development.

Generally, we find people opt for a wage-employment career. The society, by and large, spreads and popularises such orientation. Social institutions such as the family as well as the educational institutions more or less support development of qualities like conformity and compliance, which are anti-entrepreneurial. As a result, of which creativity, risk taking, perseverance, independence, vision and innovativeness, which are some of the accepted entrepreneurial qualities are not encouraged. This orientation needs to be changed through planned efforts.

To prepare students trained in vocational stream to sense entrepreneurial opportunities related to their vocation, organise self-employment activity and manage their enterprise effectively, it is necessary, first to train the vocational teachers on these aspects. Only then will they be able to help the students in this regard.

6.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to

- i. appreciate entrepreneurship (self employment) as an alternative career option;
- ii. develop entrepreneurial spirit, motivation and competencies needed to initiate, launch and sustain entrepreneurial (self-employment) career in the students;
- iii. provide insight and enable the students to search entrepreneurial (self-employment) avenues related to their vocation; and
- iv. develop capabilities in their students to organise and successfully run an entrepreneurial venture.

6.3 CONTENTS :

Part I - Entrepreneurship Development

- UNIT 1 Entrepreneurship as a Career Option - Dynamics of entrepreneurship; Role and rewards of entrepreneurship.
- UNIT 2 Entrepreneurial Values and Aptitude: Values and entrepreneurial value; identified entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work; Attitudes in general and entrepreneurial attitudes.
- UNIT 3 Entrepreneurial Motivation : Introduction to human motives and motivation pattern; Types and significance of achievement motivation, significance of achievement motivation, achievement imageries and achievement language; entrepreneurial motivation behaviour.
- UNIT 4 Entrepreneurial Behaviour Competencies : Initiative, seeing and acting on opportunities, concern for innovation, quality, efficiency, problem solving, systematic planning, information seeking, concern for quality and innovation, work performance, persistence, influencing, persuasion & assertion, self confidence, commitment to work contract.
- UNIT 5 Establishing and Managing Small Business - Planning for a Small Enterprise, Identification and Selection of business opportunities, Establishing small business - mobilizing resources; (agencies helping in the promotion and running of an enterprise), forms of business organisations; Managing small business operations; Evaluating small enterprises, key financial indicators

Part II - Project Formulation and Management

- UNIT 6 Project - concept and need, Types of projects; Elements of project process - determining project size, selection of plant machinery & equipment, determining labour and raw materials required. Preparation of cost estimates - production cost, fixed and variable overheads; Working capital requirement; profit ratios; Time scheduling.
- UNIT 7 Evaluation of project profitability- Project management - Organising human resources; Managing finance - sources of funds, requirements of banks and financial institutions, Working capital management, Project direction; Project appraisal - technical, economic, financial, commercial, legal and managerial appraisal.

6.4 TRANSACTIONAL STRATEGIES :

Lecture, Discussion, Project Work, Practical Exercise, Case Studies, Management Films & Games, Simulation Exercises, Group Work.

6.5 EVALUATION :

There would be continuous evaluation by way of internal assessment through assignments, unit tests and record of practice set, written test and viva-voce.

6.6 REFERENCES :

1. Trainer's Manual on Developing Entrepreneurial Motivation, by - M.M.P. Akhori, S.P. Mishra & R. Sengupta, Pub. by - NIESBUD, New Delhi.
2. Behavioral Exercises and Games - manual for trainers, learning system, by - M.V. Despande, P. Mehta & M. Nadkarni.
3. Project Management, by - S. Choudhary, Pub. by - Tata McGraw - Hill Publishing Company Ltd. 4/12 Asaf Ali Road, New Delhi - 110 002, 1994.
4. Entrepreneurship Development, by - Dr. S. Moharana & Dr. C.R. Dash, Pub. by - RBSA Publisher, Jaipur, 1987.
5. Motivation and leadership, ISBN 81 - 7391 - 060, Pub. by - Kanishka Publisher, New Delhi - (1996).
6. Entrepreneurship, Growth and Development, by - Rashid Ali, Pub. by - Chugh Publication, and Stretchy Road, Civil Lines, Post Box No. - 101, allahabad - 211001, 1996.
7. Small Scale Industry & Self-employment Projects, Part - 1 & 2, (in Hindi) Pub. by - DECMAP, Bhopal.
8. Udyam Margdarshika (English), Pub. by - CEDMAP, Bhopal.

Group E : Education Group Modules

PAPER - ED7 : VOCATIONAL GUIDANCE

Credits : 2 (1+1)
Hours per week : 3
Total Time : 54 Hrs.

7.1 RATIONALE :

Vocational guidance is a weak link in almost all schools running vocational education programme in the country. Most of the schools are not effective in providing assistance to students in their career choice, career planning and placement/self-employment. A vocational teacher needs to be equipped with the knowledge and competencies with regard to providing vocational guidance to students so that he can effectively guide his pupils in the choice of their career and the opportunities of professional developments available to them.

7.2 OBJECTIVES :

- On completion of this module, the teacher trainee would be able to:
- i. explain the conceptual basis and processes of vocational guidance
 - ii. describe the nature and importance of testing and non testing techniques in vocational guidance
 - iii. collect, classify and file occupational information
 - iv. undertake dissemination of information
 - v. undertake activities for placement and follow-up services

7.3 CONTENTS :

7.3.1	Theory	Time : 18 Hours
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| UNIT 1 | Guidance : Need and role of guidance in present educational set-up ; Meaning of guidance, counselling, placement and follow-up ; Principles and types of guidance; Role of agencies at different levels at national, state and district levels; Guidance in schools, various functionaries and their role: Guidance services in schools. |
| UNIT 2 | Guidance and Career Development · Concept of work in Indian context, the world of work; Occupational diversity vis-a-vis individual difference; Career development-concept and process - role of family, peer group and education ; Career decision making - need for a systematic approach ; Career conscious individual ; and Career education, concept and methods |

- UNIT 3** Occupational Information Service : Career patterns - concept, gender differences and similarities in career patterns ; Occupational Structure - conceptual basis of classification of information in relation to urban and rural sectors ; Changes in occupational pattern ; Sources of occupational information-TV, Radio, Newspaper, Bulletin, Magazines, Internet, Monographs, Directories, etc. ; Need for collection, classification and filing of occupational information; National classification of occupations.
- UNIT 4** Dissemination of Information : need and scope ; group and individual modes ; career talks, conferences, exhibitions, quizzes, field trips etc. , career monograph and career case study ; need for evaluation of career information - the criteria for evaluation: validity, reliability, feasibility, adequacy.
- UNIT 5** Assessment of Pupils : Testing and non-testing techniques - nature, types and importance, general problems and issues ; Use of standardized tests in the measurement of ability, interest, aptitude, personality and attitude; scope and limitations (Orientation to at least one test of each type) ; and Non testing techniques - observation, anecdotal records, rating by teachers and peers, interview, case study and autobiography - scope and limitations.
- UNIT 6** Placement and Follow-up Services : need, purpose and scope ; linkage with individuals on-job and organisations ; and approaches, their relative strengths and weaknesses
- UNIT 7** School Guidance Programme : Scope, planning and implementation; Guidance lab-plan, resources and facilities

7.3.2

Practicals

Time : 36 Hours

-
1. Preparation and organizing career/ class talks
 2. Preparation and display of guidance materials - charts, posters, etc.
 3. Study of a psychological test
 4. Organizing career exhibition-cum-conferences
 5. Preparation of an occupations profile
 6. Identifying job opportunities in a work set up
 7. Case study of vocational pass outs / entrepreneurs

7.4 TRANSACTIONAL STRATEGIES :

The theory component would be transacted through lecture- discussion, panel discussion, and demonstration exposure to educational videos, visits tours organisation of workshop : use of computer and internet.

The practicum would be organised in small groups affiliated to a school and supervised by the trainers. Each practicum would have a record/ report to be submitted.

7.5 EVALUATION :

There would be continuous evaluation by way of internal assessment through assignments, unit tests and record of practice set, written test and viva-voce

7.6 REFERENCES :

1. Bennett, M.E.(1963) Guidance and Counselling in Groups, New York ; McGraw- Hill
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999) Guidance and Counselling, Vol.I and Vol.II, New Delhi, Vikas
- 3 Mathewson, R.H. (1962) Guidance Policy and Practice, 3rd edition, New York, Harper & Row
4. Herr, Edwin L and Cranver, Stanley, H. (1979) Career Guidance and Counselling through the life span, systematic approaches, 2nd edn. boston, Toronto, Little Crown & Co.
5. Ohlson, Marle M. (1974) Guidance Services in the Modern School, 2nd edn. New York; Harcourt Brace Jovanovich
6. Anastasi, A. (1997) Psychological Testing, 7th edn. New York, McMillan Co.
- 7 Cronbach, L.J. (1970) Essentials of Psychological Testing, New York, Harper
8. Le Covepte, M.D.; Millory, W.L. and Preissle, J. (1992) The Handbook of Qualitative Research in Education. Academic Press.
9. Shertaer, B. and Linden, J.D. (1979) Fundamentals of Individual Appraisal: Houghton Ociffilin Company
10. Super, D E and Crites, O.O. !(65) Appraising Vocational Fitness New York, Harper

11. Brown, D., Brookes L (Eds) 1990) Career Choice and Development, San Francisco, Jossey-Bass
12. Mohan, Swadesh (Ed) (1988) Career Development in India; Theory, Research and Development, New Delhi; Vikas
13. Osipow, S.H. (1983) Theories of Career Development 3rd edn. Englewood Chiffs: H.J. Prentice Hall
14. Super, D E (1957) The Psychology of Careers, New York; Harper

Group E : Education Group Modules

PAPER - ED8 : INFORMATION TECHNOLOGY

Credits : 3 (1+2)
Hours per week : 5
Total Time : 90 Hrs.

8.1 RATIONALE :

Information Technology is playing a very important role in all walks of life. Everyone needs to be aware of it in the days to come. For a vocational teacher, it is all the more important because he/ she has to train the vocational students who will invariably be associated with the use of Information Technology in their work place. Information Technology also enables the Vocational Teacher to enrich his knowledge, skills and abilities in discharging his multifarious duties efficiently

8.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to

- i. describe the role and process of Information Technology ;
- ii. develop basic skills in using computers for teaching and school management
- iii. use various application softwares,
- iv. describe the process of software development, and
- v. make best use of Information Technology for educational and vocational training.

8.3 CONTENTS :

8.3.1

Theory

Time : 18 Hours

UNIT-1 Information Technology and Computers : Concept, need, importance and different facets of information technology in education; Introduction to computers - What is a Computer its Characteristics, basic applications, components, concept of hardware and software, keyboard, VDU and Mouse, Other input-output devices, Drives, Printers, Scanner etc., Memory - Storage devices,

Classification - Personal Computer PC/ PC XT/ PC AT/ Pentium Systems; Representation of data/ information; Concepts of data processing, definition of Information and Data, Basic data types, storage of data/ information on files; Precautionary measures in using computers - proper electrical connection, connecting the CPU, Monitors, Mouse, Key Board Printers, Scanner, Modem, UPS etc., Proper Opening and shutting down of computers, use of anti virus software, general upkeep and maintenance of a computer lab.

UNIT-2 Operation System : Types of Softwares; Comparison of DOS and WINDOWS, Switching between DOS & WINDOWS; Basic DOS commands;

Introduction to Windows - Basics of Windows; The user interface, booting, desktop, using mouse and moving icons on the screen, The My Computer icon, The Recycle bin, status bar, Start menu, Menu selection, Running an application software, Windows explorer, Viewing of files, Folders and Directories, Creating and renaming of files and folders, Opening and closing of different Windows, Moving windows, Resizing windows, Windows settings, control panels, Wall paper and Screen savers, Setting the Date and Sound, Help menu, Advanced features of Windows, Using right button of the mouse, Creating shortcuts, Window accessories.

UNIT-3 Application Software : Concept, and types of Application software; Word Processor - MS Word, Basics, Opening Word, Starting screen The Menu Bar, Using Help, Minimize, Maximize and Close Buttons, Tool Bar, Icons on the Tool Bars, Ruler, Insertion Point, Mouse Pointer, Scroll Bars, Status Bars, Creating Word Document, Saving, Closing, Opening, Editing a document, Formatting Text, paragraph, page, copying and moving between Documents, Preparation of Tables Adding a Simple shape, clip art or a picture, text effect, Moving or resizing a graphic, 3-D effects, Wrap Text around a Graphic, Word Art, Advanced Features of Word-Mail merge, Macros Printing a Document;

Electronic Spread Sheet - MS Excel, Elements of spread sheet, Application of Electronic Spread Sheet, MS Excel, What is Excel? Starting, Excel Screen, Worksheet, Workbook, Sheet Tabs, Status Bar, Scroll Bars, Active Cell Address, Inserting data into Cells, Types of Data that can entered in Excel worksheet, Editing text, resizing cell height and width, sorting data in a column, Using Basic Functions/ Formula, function wizard, calculation of Average, Percentage, Maximum, Minimum, Range, etc.; Formatting guidelines, creating borders, colours and patterns, sorting, saving, creating and formatting charts, Importing charts, advanced features, preparation of a sample Excel sheet to deal with any day-to-day problem, printing a Excel Worksheet;

Presentations - Power Point - Basics, Creation of Presentation, Preparation of Slides, Providing Aesthetics Effects, Slide Manipulation and Slide Show, Presentation of slides; Database - MS Access, What is a database? Designing a Database, Creation of a Table,Query, Saving a Table & Query, Printing a Table & a Report; Multi Media-What is Multimedia? Video, Audio, CD ROM, CD Writer, Components of multimedia system, Graphics acceleration Card, Sound Card, Stereo speakers, Use of Multimedia Educational Software including Encyclopedia

UNIT-4 Use of Computers in Education : Instructional/ learning tool; Educational Management, Attendance, Grade reports, disbursing financial matters, scheduling of students, courses and classrooms, curriculum related tasks;

Computer Managed Instructions (CMI), Book Keeping, Generation of tests, Correction of tests, Item analysis, Keeping track of scores and grades on individual students, feedback to the instructor regarding a student's progress.

Internet - Concept, application and services of Internet, WWW and Web Browsers, surfing the Internet, Searching, Moving around in a web site, Printing or saving portion of web pages, downloading, chatting on Internet; HTML, use of HTML, Sample of HTML programme, E-mail basics, E-mail addressing, mailbox, using E-mails - viewing, sending and receiving, saving, voice mail, document handling sending soft copy as attachment, enclosures to E-mail.

UNIT-5 Software Development : Stages in software development; Concept of programming; Characteristics of educational software; Selection of educational software.

8.3.2

Practicals

Time : 72 Hours

1. Identification of hardware and Electrical connections.
2. Booting of the system and software installation.
3. Basic DOS commands, Directory, file manipulation, File copy, delete/undelete files, making directories, sub directories, changing directories, formatting a floppy etc.
4. Working with Windows : customizing desk top, using mouse and moving icons on the screen, Recycle bin, Using Status Bar, Start and Menu, Menu Selection, Running an Application Software, using Windows explorer, creating files and folders, Opening and closing of different windows, Moving windows, Resizing windows, Windows settings, Control panels, Wall paper and Screen savers, Setting the date and time, sound, Use of Help Menu, Advanced features of Windows Using right button of the Mouse, Creating short cuts, Window accessories.
5. Microsoft Word I: Creating, Saving and closing of a document. Opening of an existing document
6. Microsoft Word II: Editing of a document, creating a table
7. MS WORD III: Advanced Features of Word like Mail merge, Word art, inserting a file or object & Printing

8. Creating a Spreadsheet using Excel
9. Editing & calculation of simple descriptive statistics like mean; S.D. correlation, t-test etc.,
10. Preparation of charts using Excel & Printing
11. Preparation of data base using MS Access
12. Editing Access files and retrieving the information
13. Viewing Multimedia software
14. Presentation using MS Power Point
15. Browsing Internet: sending and receiving e-mail
16. Using Multilingual software
17. Evaluation of Educational software

8.4 INSTRUCTIONAL STRATEGIES :

Lecture cum Demonstration on use of computer; Group interaction; Extensive hands on experience in using the Application Software on Windows 98, Exposure to Multimedia; Educational software; Accessing web sites; training in evaluation and selection of educational software. Guest Lectures.

8.5 EVALUATION :

Continuous assessment based on the performance in laboratory work and through Assignments, projects work, written test, Vice - vice etc. will also be taken into consideration for evaluating the performance.

8.6 REFERENCES :

1. DONALD D H SANDERS Computers Today; Mc Graw Hill International Edition NY 1988
2. PETER COBURN AND OTHERS Practical Guide to Computers in Education; Addison Wesley Publishing Co. Ltd.; Reading 1984
3. VINCENT AND OTHERS Information Technology and further Education
4. MASDEY L E AND BOODEY D M Mastering MS Office 1997

5. BOYCE (1988) Windows 98; BPB Publications B-14; Connaught Place; New Delhi
6. RAJARAM V Fundamentals of computers, New Delhi; Prentice Hall of India Pvt. Ltd., New Delhi 1985
7. SINGH R.P. Fundamentals of Computer; BPB Publications, New Delhi.

Group V : Vocation Specific Modules

Content cum Methodology (Elective Modules) Business & Commerce Group

ELECTIVE MODULE - VE3 : COMPUTER APPLICATIONS IN BUSINESS

Credits	: 3 (1+2)
Hours per week	: 5
Total Time	: 90 Hours

3.1 RATIONALE :

Computer applications are playing a very important role in all walks of life, particularly in the field of Business & Commerce. It has therefore become all the more important for anyone associated with the business and commerce field to have adequate knowledge & skills in this area. For a vocational teacher in commerce it is essential to be aware of Computer Applications in his field as he has to train the vocational students, who would invariably be associated with such applications and use in their work place.

Database management has evolved from a specialized computer application to a central component of a modern computing environment. As such, knowledge about database system has become an essential part of computer education particularly in the area of Accounting and Finance. Computer Applications enable a commerce vocational teacher to enrich his knowledge, skills and abilities in discharging his multifarious duties efficiently.

3.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to :

- i. appreciate the role and process of database system;
- ii. develop basic skills in using the computer for teaching & school management;
- iii. use various application software in the area of Accounting and Finance;
- iv. apply database in the area of Accounting & Finance;
- v. appreciate the system of Mechanized Accounting;
- vi. use the work sheet and its applications in Accounting and Finance;

- vii. use Management Information Systems in Vocational Training; and
- viii. develop Accounting Information System for a firm.

3.3 CONTENTS :

3.3.1 **Theory** **Time : 30 Hours**

UNIT-1	Introduction to Database System : Purpose of Database System - view of data - data models - database languages - transaction management - storage management - database administrator - database users - overall system structure - creating a database, fields records, file - editing a database file, modifying, structure, appending records, detecting records, editing records - sorting and inserting of database - search for specific records - generating and printing reports and labels.	6 Hrs.
UNIT-2	Database and its Application in Accounting & Finance : Arithmetic computation and use of in-built function in database, average, standard deviation, etc.; complex search and replace operations using multiple fields and logical operators; management of multiple database files; application of database system in Accounting & Finance - maintaining list of clients and calculating incentives, creating various kinds of vouchers of inward & outward transactions and notes like contract notes; maintaining records of business firms and investor complaints.	6 Hrs.
UNIT-3	Mechanized Accounting or Data Processing : Integrated data processing - manual and mechanical, need, advantages and disadvantages of mechanization, meaning of mechanized accounting, various types of machines used in mechanical accounting - accounting machines - accounting with punched cards, machines used in punched card system - applications of the punched card machines, its advantages and limitations.	4 Hrs.
UNIT-4	Spreadsheet and its Applications in Accounting & Finance : Using in-built financial statement analysis to calculate net profit, gross profit, interest, ratio's etc.; using in-built financial functions to calculate NPV, IRR, and equated installments; using statistical functions to calculate sum, mean, standard deviation, correlation, maximum value, minimum value etc.; creating tables in work sheet, sorting range of cells, advance features of graphics - interface between work sheet database.	4 Hrs.

UNIT-5	Database and its Application in Purchase, Storage and Issue of Materials.	2 Hrs.
UNIT-6	Application of Computers in Office Management - Correspondence, records management, communication - e communication and report preparation.	2 Hrs.
UNIT-7	Management Information System : Basic concept of management information system and its designing - business information systems, uses and components, basic business functions - marketing, finance accounting, production and human resource management; development of accounting information systems; introduction to various accounting softwares; stock market operation software; introduction to information transmission media, fax, e-mail; net working - local and global.	6 Hrs.

3.3.2	Practicals	Time : 60 Hours
1.	Identification of hardware and electrical connections	2 Hrs.
2.	Bootng of the system and software installation	2 Hrs.
3.	Using Database System - appending records, deleting records, editing records, sorting and inserting, searching, generating and printing reports and labels	6 Hrs.
4.	Arithmetic computation, average, standard deviation and correlation coefficient.	3 Hrs.
5.	Complex search and replace operations using multiple fields and logical operations.	3 Hrs.
6.	Maintaining list of clients and calculating incentives;	2 Hrs.
7.	Creating various kinds of vouchers of inward and outward transactions, records of business firms and investor complaints.	4 Hrs.
8.	Using worksheet calculate net profits, gross profits, interest and ratios.	2 Hrs.
9.	Using worksheet calculate NPV, IRR and equated installments.	4 Hrs.
10.	Using worksheet calculate sum, mean, standard deviation and correlation coefficient.	4 Hrs.
11.	Using worksheet creating tables and sorting range of cells.	2 Hrs.

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| 12. Using worksheet creating different types of graphics | 2 Hrs. |
| 13. Managing information systems | 2 Hrs. |
| 14. Use an accounting software to record various transactions of business firms | 4 Hrs. |
| 15. Use stock market operations software to record clients transactions and preparing an order and contract note | 6 Hrs. |
| 16. Prepare a letter using a suitable word processor, confirming the order of client and fax it to him. | 4 Hrs. |

MS-OFFICE

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| 17. Preparation of Letters, Memo, Tender, Notes, Circulars, Notice, Press Notes, Office Orders and Minutes of the meeting. | 2 Hrs. |
| 18. Preparation of a Report including Tables, Diagrams, Graphs and Charts. | 2 Hrs. |
| 19. Use of internet in sourcing list of suppliers of material and preparing a database. | 2 Hrs. |
| 20. Using data base software in Inventory Control and Management. | 2 Hrs. |

3.4 INSTRUCTIONAL STRATEGIES :

- Lecture-cum-Demonstration on use of computer
- Group interaction
- Extensive hands on experience in using the Application Software on Windows 98
- Exposure to multimedia
- Accounting Software
- Accessing web sites
- Training in evaluation and selection of Accounting & Financial Software
- Guest lectures

3.5 EVALUATION :

Evaluation will be on continuous basis on the practical work done in the lab and through assignments, project work, written test and vive-voce.

3.6 REFERENCES :

- 1. Taxali S., Understanding Dbase IV**
- 2. Simpson, Data Processing**
- 3. Simpson, Mastering in Lotus - 123**
- 4. Charles S. Parker, Understanding Computers and Information Processing Today and Tomorrow**
- 5. M.K. Singh and A. Bhattacharya, Management Information System**
- 6. Muneesh Kumar, Business Information Systems**
- 7. S.K. Aiyar, A Policy for computers**
- 8. Dheenadayaln, Computer Science Vol I-II**
- 9. V. Rajaraman, Fundamentals of Computers**
- 10. N. Subramanian, Introduction to Computers**
- 11. Abraham Silberschrz, Heury F. Korth, S. Sudarshan, Database System Concepts**
- 12. Basset, Computerised Accounting**
- 13. Infosoft, Financial Management and Accounting**
- 14. Nandhani, Accounting with Tally Version 4.5**
- 15. Nandhani, Implanting Tally Version 5.4**
- 16. nandhani, Tally Tutorial Vol.I - Accounts**
- 17. Lacey, Management Information Systems**
- 18. Prabir Chakravarty, Information Technology and Comuter Applications**
- 19. jain S.P & Narang K.L., Cost Accounting Principles and Practice**
- 20. Shukla and Grewal, Advanced Accountancy**

Group V : Vocation Specific Modules

Content cum Methodology (Elective Modules) Business & Commerce Group

ELECTIVE MODULE - VE4 : FINANCIAL ACCOUNTING

Credits	: 3 (2+1)
Hours per week	: 4
Total Time	: 72 Hours

4.1 RATIONALE :

Accounting is useful to business as well as non business organisations. For example, a business firm wants to know whether it has earned profit or incurred loss in its operations, after the end of a particular period. Similarly, a non-profit organization, say a sports club wants to know whether the receipts in a period are more or less than the payments. The discipline of accounting helps to find answer to such questions. It makes a systematic record of all financial transactions and provides vital information for decision making.

One can not think of an organization involved in any economic activity, which can ignore accounting. In many cases accounting has been made compulsory, by legislation. For example a public limited company has to compulsorily maintain records of its financial transactions. Financial Accounting is considered as one of the basic skills in the field of Business & Commerce. It, therefore, becomes imperative that the teacher trainees of commerce are fully trained to impart the knowledge and skills of accounting to their students.

4.2 OBJECTIVES :

On completion of this module, the teacher trainees will be able to :

- i. appreciate the role of financial statement analysis in taking important financial decisions;
- ii. calculate different ratios and use them in financial decision making;
- iii. describe the important accounting standards and their role;
- iv. discuss the role and limitations of single entry system and arrive at financial results, on that basis

- v. **handle the ticklish problems in respect of Partnership Accounts; and**
- vi. **complete company accounts and find out the financial position of a company**
- vii. **transact the above objectives to vocational students and develop the accounting skills in them, in an effective manner**

4.3 CONTENTS :

4.3.1	Theory/Practical	Time : 72 Hours
UNIT-1	Financial Statements' Analysis - nature and role; Types, procedures and methods of financial analysis - comparative statements, trend analysis, common size statements; Financial ratios - liquidity ratios - solvency ratios - profitability ratios - turnover ratios	10 Hrs.
UNIT-2	Accounting Standards - meaning, role, historical background, Indian Accounting standards; standard setting by Standards Board - issues & suggestions.	10 Hrs.
UNIT-3	Single Entry System or Accounting for Incomplete Records - meaning, features, advantages & limitations; Methods of calculation of profit - statement of affairs method and conversion method.	10 Hrs.
UNIT-4	Partnership Accounts - Peculiar problems relating to i) Appropriation of profits ii) Treatment of goodwill iii) Revaluation of assets & liabilities iv) Profit sharing ratio v) Adjustment of capital accounts in cases of a) admission, b) retirement or death & c) dissolution of a partnership firm.	18 Hrs.
UNIT-5	Company Accounts - Issue of Shares and Debentures - at Par, Premium, Discount; Treatment of oversubscription, Forfeiture and reissue of shares; Final Accounts; Valuation of goodwill; Valuation of shares.	24 Hrs.
UNIT-6	Accounts of Non-trading organisation.	

4.4 TRANSACTIONAL STRATEGIES :

The theory and practice would go side by side; the conceptual aspects would be discussed with the help of lecture, case study method/ Group discussion followed by problem solving methods to take up practicals.

4.5 EVALUATION :

Internal Assessment by way of Assignments, Project Work and Assessment of Records prepared by the students, written tests and viva-voce.

4.6 REFERENCES :

- 1. T.P. Ghosh, Ashok Banerjee and K.M. Bansal, Principles and Practice of Accounting, Galgotia Publishing Company, New Delhi, 1999.**
- 2. S.P. Jain and K.L. Narang, Financial Accounting, Kalyani Publishers, New Delhi, 1994.**
- 3. P. Mohan Rao and Alok Kumar Pramanik, Current Issues in Accounting Standards Principles and Practice, Kanishka Publishers, Distributers, New Delhi, 1997.**
- 4. Shukla & Grewal, 'Advanced Accountancy', S. Chand & Co., Delhi.**
- 5. Gupta R.L., 'Advanced Accountancy', Sullan Chand & Co., Delhi**
- 6. Maheshwari S.N., 'Advanced Accountancy'**

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FOURTH SEMESTER COURSES

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Group E : Education Group Modules

PAPER - ED9 : ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Credits	: 3 (2+1)
Hours per week	: 4
Total Time	: 72 Hours

9.1 RATIONALE :

Lives of human beings completely depend upon their environment. They derive not only their physical sustenance - air, water, food, fuel, fiber, shelter from the environment but also the means of social, intellectual, moral and spiritual growth. The global trends in population growth, technological choices, consumption patterns and income distribution during post world war decades have contributed enormously to the planet's ecological stress and human deprivation.

The environmental concerns and awareness are becoming more and more significant in the present industrial setup as well as in the context of service oriented enterprises. In this connection, vocational activities should be economically viable in the overall national development context and in no way contribute to environmental degradation.

The principal goal of development in the new millennium must be to sustain man and environment by promoting harmony between man and man and between man and nature. The teacher, as an agent of change, has a crucial role to play in realising this goal.

9.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to:

- i. appreciate the need for protection of environment and the psycho-social factors causing environmental problems.
- ii. explain the environmental hazards, their consequences and possible solutions;
- iii. develop participatory skills for solving environmental problems, maintaining "Safe work environment" and applying environmental ethics in day-to-day life.
- iv. appreciate the concept, philosophy and dimensions of sustainable development and the developmental potential of India.

- v. appreciate the role of cleaner, greener and safer environment as well as sustainable development.

9.3 CONTENTS :

9.3.1

Theory

Time : Hours

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- UNIT-1** Understanding of Environment: Our rich heritage; What is environment? - natural and built environment - Global commons and concerns; Biosphere, its foundations, structure and functions; Environmental education: need and significance, goals, objectives, guiding principles, key elements, methods and teaching techniques; Imperative of environmental education in vocational education.
- UNIT-2** Environmental Resources: Global and Indian : status, environmental pollution, problems due to human interventions and possible solutions for protecting our energy resources; air resources; water resources; soil resources; mineral resources; plant resources; and animal resources.
- UNIT-3** Psycho-social factors causing environmental problems : Population explosion; Consequences of application of science and technology; Differing socio-economic systems.
- UNIT-4** Environmental Hazards : Global environmental concerns : bio-diversity, ozone layer depletion, green house effect, global warming, climatic change and acid rain; Occupational hazards - physical, mechanical, electrical, chemical, radiation, biological, psychological; Hazardous chemicals and hazardous wastes; Accidents and disasters (natural and man-made).
- UNIT-5** Strategy for environmental action : Meeting basic human needs - health, safe water, food, fuel for all; Waste minimisation and management; Pollution prevention and control; Safety awareness and management, safe work environment; Environmental protection and conservation: Governmental and legal actions; Community education and participation in ecological restoration/conservation; Population control; Environmental ethics: living in harmony with nature.
- UNIT-6** Development : Concept, potential and perspective; Trends and issues in development; Indian concept of development; Environment and development; India's development potential; Rural Development : potential and perspective.
- UNIT-7** Sustainable Development in the New Millennium : Sustainable development : concept, philosophy and dimensions; Emerging sustainable development model for the new millennium; Meta-industrial village of new solar age culture; Developing skilled manpower for sustainable development; Education for sustainable living; Lab-to-land technologies for sustainable development.

9.3.2	Practicals	Time : Hours
1.	Study visit to an industrial area for identification of causes and extent of pollution.	
2.	Survey of the plant resources of an institution and its surroundings to know its economic and environmental value.	
3.	Group activities for greenling the school campus: planting of selected saplings, manuring, watering and protecting the planted items.	
4.	Field study trip to forests, wild life sanctuaries, parks and nurseries to observe various environmental issues and developing a report..	
5.	Collection of water samples from incoming source and of discharge water and measuring their pH/ acidity.	
6.	Projects : Any one of the following projects:	
	a. Project study of the rural Panchayat development programmes being implemented in your locality. Discuss with community about sustainable development activities of the Panchayat.	
	b. Identify the locale-specific environmental problems and their causes and suggest possible solutions for the same.	
	c. Observe the buildings, facilities and operations of your institution and suggest a plan of action for its environmental and sustainable improvement.	
9.4	TRANSACTIONAL STRATEGIES :	
	Lecture-cum-discussion, practical exercise, project work, group work, etc.	
9.5	EVALUATION :	
	The sessional assessment of knowledge, skills, attitudes would be on the basis of tests, assignments, practicals and projects.	
9.6	REFERENCES :	
1.	CBSE (1996). Environment and Schools: A Handbook for Teachers. Central Board of Secondary Education, Delhi.	
2.	Chapman, J.L. and Reiss, M.J. (1995). Ecology: Principles and Applications. Cambridge University Press, Cambridge.	

3. **Chopra, K. and Kadekodi, G.K. (1999). Operationalising Sustainable Development. Sage Publications, New Delhi.**
4. **C.P.R. E.E.C. (1996). Environmental Concerns of India. C.P.R. Environmental Education Centre, Madras.**
5. **Cutter, S.L. (ed) (1999). Environmental Risks and Hazards. Printice - Hall of India Private Limited, New Delhi.**
6. **Dwivedi, O.P. and Tiwari, B.N. (1987). Environmental Crisis and Hindu Religion. Gitanjali Publishing House, New Delhi.**
7. **Guru, G. & Singh, D. P. (ed) (1998). Environment and Development. PSSCIVE, NCERT, New Delhi.**
8. **Guru, G. (1999). Perspective for Sustainable Development of India in the Next Millennium. In: Vocationalisation of Education: Perspective for the New Millennium. PSSCIVE, NCERT, Bhopal.**
9. **Hill, M.K. (1997). Understanding Environmental Pollution. Cambridge University, Press, Cambridge.**
10. **Khoshoo, T.N. (1988). Environmental Concerns and Strategies. Ashish Publishing House, New Delhi.**
11. **Mukherjee, B.M. (ed) (1990). Technology for Sustainable Development. Guru Ghasidas University, Bilaspur.**
12. **NCERT (1976). Higher Secondary Education and its Vocationalisation. NCERT, New Delhi.**
13. **NCERT (1981). Environmental Education at the School Level. NCERT, New Delhi.**
14. **NIEPA (1994). Sourcebook on Environmental Education for Elementary Teacher Educators. NIEPA, New Delhi.**
15. **Pati, R.N. (ed) (1992). Health, Environment and Development. Ashish Publishing House, New Delhi.**
16. **PSSCIVE (1995). Orientation Guide on Vocational Education Programme. PSSCIVE, NCERT, Bhopal.**
17. **Rao, V.K. and Reddy, R.S. (ed) (1997). Environmental Education. Commonwealth Publishers, New Delhi.**
18. **Rathore, M.S. (ed) (1996). Environment and Development. Institute of Development Studies, Jaipur.**

19. **Turner, R.K. (ed) (1992). Sustainable Environmental Management. CBS Publishers & Distributors (P) Ltd., New Delhi.**
20. **Varshney, C.K. and Sardesai (ed) (1993). Environmental Challenges. Wiley Eastern Limited, New Delhi.**
21. **UNESCO-UNEP (IEEP) - CPSC (1993). Environmental Education Training Guide for Technical and Vocational Education Teachers. UNESCO, Paris.**
22. **WCED: Our Common Future. The Report of the World Commission on Environment and Development.**

Group E : Education Group Modules

PAPER - ED10 : HUMAN RESOURCE MANAGEMENT & MATERIALS MANAGEMENT

Credits : 3 (2+1)
Hours per week : 4
Total Time : 72 Hrs.

10.1 RATIONALE :

Vocational education programme is concerned with effective management of the human resources in an economy. A vocational teacher has therefore to understand the basic concepts of human resource planning and management so that he/she can contribute towards the development of human resources in an effective way. Similarly, the vocational teacher has to deal with management of materials used for conducting practical training as well as to effectively manage the production-cum-training centres. He/ she has to inculcate the appropriate values and effective ways of materials management to the vocational students. Thus, the vocational teacher needs to be equipped with the knowledge and skills of human resources management and materials management. This will help him/her in effectively guiding his/her pupils in these two very important aspects of management.

10.2 OBJECTIVES :

On completion of this module, the teacher trainee will be able to:

- i. explain the concept, strategic functions and approaches to human resource management;
- ii. describe the process of human resource planning and its effective use in the management of human resources;
- iii. appreciate the process of recruitment and selection and the use of different methods for recruitment and selection of candidates;
- iv. explain the need for training and development and the different methods thereof;
- v. describe the meaning, objectives and importance of materials management;
- vi. explain the principles of procurement and the methods of purchase of materials;
- vii. describe the purpose of storage and the procedure for receipt and issue of materials; and
- viii. undertake dissemination of information and activities relating to human resource management and materials management.

10.3 CONTENTS :

Part I - Human Resource Management

- UNIT 1 Human Resource Management - Meaning, need and importance; Origin of human resource management, Approaches to Human Resource Development; Theories of Labour Market - the theory of competitive markets, institutional theories, Radical theory and the implications for human resource management.**
- UNIT 2 Human Resource Planning - meaning, need; Process of human resource planning- Elements of human resource planning - job analysis - job description, job specification; Performance standards; Work rules.**
- UNIT 3 Recruitment and Selection - Recruitment - meaning, recruitment process, sources of recruitment - internal and external sources; Methods of recruitment - direct & indirect methods; Selection process, methods; Barriers to effective selection.**
- UNIT 4 Developing the Human Resources - The need for training and development; Training - definition, need, methods of training - on the job methods, off the job methods; Responsibility for training; Evaluation and monitoring of training. HRM and Management Development, organisational approaches to management development, issues and controversies mechanism for developing conducive HRD climate.**

Part II - Materials Management

- UNIT 5 Materials Management: Definition, scope, objectives and importance of materials management.**
- UNIT 6 Procurement : Basic principles of purchasing - right quality of material, right quantity, right time of purchase, selection of right source, close relations with other departments; Information about new materials and processes.**
- UNIT 7 Methods of Purchase of Materials - Forward buying, hedging, reciprocal buying, scheduled purchasing, contact purchasing; Ethics of purchasing; Purchase procedure, Purchase records & documents; Import procedure & documents; Purchase budget - meaning, importance, techniques and factors governing budget.**
- UNIT 8 Storage : Purpose of storage; types of stores, location and layout of stores, storage and material handling equipment; Procedure for receipt and issue of materials; Warehousing.**
- UNIT 9 Distribution - Release of raw material; Release of finished goods; Inventory control - nature and scope, importance, determination of safety stock, EOQ, Re-Order Levels, Lead Time.**

10.4 TRANSACTIONAL STRATEGIES :

Lecture, Discussion, Project Work, Practical Exercise, Case Studies, Management Films & Games, Simulation Exercises, Group Work, individual arrangements.

10.5 EVALUATION

There would be continuous evaluation by way of internal assessment through Assignments, unit tests and record of practice set, written test and viva-voce.

10.6 REFERENCES

- 1. Human Resource Management, A Contemporary Perspective, MacMillan by Ian Beardwell & Len Holden, 1994.**
- 2. Personnel Management (Management of Human Resources), Himalaya Publishing House by Dr. Udai Pareek, 1993.**
- 3. Perspective for Sales force Development, Common Wealth Publication by D.K. Vaid**
- 4. Peter T. & Waterman, R - In Search of Excellence, New York, Harper & Row, 1982.**
- 5. Management of Resources, Kalyani Publishers, New Delhi - Ludhiana by Prakash Chand, 1990.**
- 6. Storey, J. Developments in the Management of Human Resources by Oxford : Blackwell, 1992.**
- 7. Werther, W.B. Jnr. & Davis, K. - Human Resources and Personnel Management, New York, by McGraw & Hill, 1993.**
- 8. Armstrong, M. - A Handbook of Personnel Management Practice, 4th Edition London; by Kogan Page, 1991.**
- 9. Nagpal, S. A Study of Human Resource Development climate in District Institute of Education and Training, DTEI, monograph, NCERT, New Delhi, 1998.**

Group V : Vocation Specific Modules

Content cum Methodology (Elective Modules) Business & Commerce Group

ELECTIVE MODULE - VE5 : TAXATION

Credits	: 3 (1+2)
Hours per week	: 5
Total Time	: 90 Hours

5.1 RATIONALE :

With the progress in the economy more and more people are becoming prosperous and coming into the tax-net. A proper understanding of the taxation laws is therefore becoming important not only from the individual's view point but also from the organizational point of view. As taxation is a specialized field of knowledge, the demand for experts who can provide consultancy in tax matters is ever increasing. Looking at its vast employment potential, taxation has been included as an important area in the commerce based vocational courses.

This module aims at developing the knowledge and skills of teacher trainees in the area of taxation so that they, in turn, can inculcate such skills in their students, who opt for Accounting and Finance group of vocational courses.

5.2 OBJECTIVES :

On completion of this module, the teacher trainees will be able to :

- i. identify an assessee;
- ii. define assessment year and previous year;
- iii. Compute Gross Income, standard and other deductions, taxable income, income tax and relief for an assessee; and
- iv. transact the above in the learners and inculcate the skill of tax practice in them.

5.3 CONTENTS :

5.3.1 **Theory** **Time : 36 Hours**

- | | | |
|---------------|--|---------------|
| UNIT-1 | Taxation: Direct and indirect tax laws; Types and features; Income Tax - Basic terms - assessment year, previous year, assessee's residential status and tax incidence, income exempt from tax; Sources of income of an individual - Income from salary, income from house property, income from business and profession, income from capital gains and income from other sources; Clubbing of incomes; Deductions to be made in computing total income, Tax planning and management; | 6 Hrs. |
| UNIT-2 | Computation of Income from Salary : Definitions, chargeability, salient features, allowances and their taxability, Perquisites and their valuation, benefits not taxable and taxable in specified cases, profits in lieu of salary; Deductions from salary, Deduction of tax at source. | 6 Hrs. |
| UNIT-3 | Income from House Property : chargeability, deemed owner of house property, exemptions, determination of annual value, permissible deductions / losses under the head. | 6 Hrs. |
| UNIT-4 | Income from Business or Profession : chargeability, profits and gains of business, profession, vocations, Adventure in the nature of Trade or commerce or manufacture; Computation of income, taxability of interest, trading losses, admissible deductions, steps in computing taxable profits. | 6 Hrs. |
| UNIT-5 | Income from Capital Gains and Other Sources : Chargeability, definitions, exemptions, computation of capital gains, Treatment of losses, General chargeability, Chargeable to tax or deemed profits, deductions, amounts not deductible, computation of tax. | 6 Hrs. |
| UNIT-6 | Central Sales Tax : concepts, registration of dealers, classification of goods and rate of tax, computation of taxable turnover; Assessment procedure, interest, penalties; Appeals and revision. | 6 Hrs. |

5.3.2 **Practicals** **Time : 54 Hours**

1. Practice in filling of tax returns.
2. Familiarity with various types of forms and challans and their filling.

3. Visit to offices of Tax authorities; Tax consultants; Advocates; CAs for exposure of office procedure and assessment of different categories of assessee's and writing report
4. Practice of filling of challans for payment of tax
5. Practice of preparing of monthly, quarterly, yearly return of central sales tax
6. Computation of taxable turnover of a business concern.
7. Appearance before tax authorities.

5.4 TRANSACTIONAL STRATEGIES :

1. Visits to the tax practitioners
2. Collection and filling up the forms
3. Demonstration and Discussions
4. Activity based practicals
5. Project Work
6. Case Studies
7. Lecture method

5.5 EVALUATION :

There will be continuous internal evaluation of the trainees by way of assignments, project work, record of practice set, written test and viva-voce.

5.6 REFERENCES :

1. Bhagwati Prasad, Director Taxes - Law & Practice, Wishwa Prakashan, New Delhi, 1996
2. Dr. V.K. Singhania, K. Singhania and M. Singhania, Direct Taxes - Law & Practice, Taxmann Publications (P) Ltd., New Delhi, 1999
3. V.S. Datey, Indirect Taxes - Laws & Practice, Taxmann Publications (P) Ltd., New Delhi, 1996

4. **S. Sugandha, S. soundara Rajan and S. Sundhara Babu, Income Tax Law and Theory and Practice Sultan Chand & Company Ltd., New Delhi, 2000**
5. **Dr. H.C. Mehrotra, Income Tax Law and Accounts, Sahitya Bhawan Publications, Agra, 1996**
6. **Dinkar Pagare, Principles and Practice of Auditing, Sultan Chand & Sons, New Delhi, 1994**
7. **Kamal Gupta, Contemporary Auditing, Tata McGraw - Hill Publishing Company Ltd., New Delhi, 1999.**

Group V : Vocation Specific Modules

Content cum Methodology (Elective Modules) Business & Commerce Group

ELECTIVE MODULE - VE6 : BASIC FINANCIAL SERVICES

Credits	: 3 (2+1)
Hours per week	: 4
Total Time	: 72 Hours

6.1 RATIONALE :

The process of liberalization and globalization has opened up new vistas of growth and economic development in the country. As a result, new opportunities have appeared in the wage as well as self employment sector, particularly in the non-banking financial sector. For example, companies engaged in the business of hire purchase, investment consultancy, mutual fund and insurance are experiencing substantial opportunities of growth in these years. The teacher trainee, who is specializing in the Accounting and finance area should be thorough with the knowledge and skills necessary to prepare the students for the large number of occupations which are emerging in this area. This module aims at achieving the same.

6.2 OBJECTIVES :

On completion of this module, the teacher trainees will be able to :

- i. appreciate the types and role of different financial services being offered in the non-banking finance sector;
- ii. describe the role and functions of a Merchant Banking firm in respect of formation of a company;
- iii. appreciate the concept of Leasing and Hire purchasing and acquaint themselves with the functioning of Leasing and Hire Purchase firm;
- iv. identify the different types of investments and the tax implications of the same;
- v. develop skills in the areas of data analysis, share price management, interpretation of graphs and preparation of prospectus;
- vi. appreciate the working of stock market operations and develop competence in this regard; and
- vii. transact the above objectives to vocational students and develop the requisite knowledge & skills in them in the area of financial services, in an effective manner.

6.3 CONTENTS :

6.3.1 Theory Time : 36 Hours

- UNIT-1** Introduction - Concept and role of finance, functions of finance department; Sources of finance, Financial Institutions - objectives and functions; Financial instruments - Equity Share, Preference Share, Debentures, Commercial Paper and Certificate of Deposit, Global Deposit Receipt. 6 Hrs.
- UNIT-2** Financial Services - concept, role & types - Merchant Banking, Leasing, Hire Purchase, Investment Consultancy, Stock Broking 6 Hrs.
- UNIT-3** Merchant Banking: Meaning, functions; Formation of a company - preparation of prospectus, appointment of lead manager, Registrar, Organization of investor conferences, Advertising agencies, Listing of shares, Despatch of share certificates. 6 Hrs.
- UNIT-4** Leasing & Hire Purchase : Leasing - concept & types, lease agreements; Hire purchase - concept, parties, service contract, collection of installments, defaults, seizure 6 Hrs.
- UNIT-5** Investment : Types, returns and tax implications of different investment instruments; Investment analysis - uses and interpretation of PE ratios; Book value, EPS and Profitability ratios; Understanding of price movement through graphs and charts; share price index - national index, sensex. 6 Hrs.
- UNIT-6** Stock Market Operations : Stock market and its structure; Terminology - Bulls, Bears, Stags, Jobbers and Market Makers; Types of order - ready delivery and forward; Badla charges - UNDHA BADLA; Settlement - cash list securities and forward securities; Margin money, submission of position statement to stock exchange; Grey market operations - Dealing in listed securities, permitted securities; Default and arbitrage. Concept of screen based trading vs floor trading; Working of National Stock Exchange, Over The Country Exchange of India(OTCEI). 6 Hrs.

6.3.2 Practicals Time : 36 Hours

1. Analysis of the contents of Prospectus/ Statement in lieu on prospectus.
2. Filling up of application form for new issue of shares and debentures.

3. Preparation of list of documents to be submitted to SEBI for batting of prospectus.
4. Analysis of the basis of allotment of shares and debentures of selected companies.
5. Select any two investment braking firms of your area and compare the services offered by them. Write a note to suggest the improvements in their working.
6. Take two or three recently made public issues and compare the different media used by them to reach the investors. Write a note on this.
7. Write a letter to the SEBI, forwarding the complaint of a client with regard to non receipt of transferred shares.
8. Calculation of financial ratios with the help of Balance sheet and Profit & Loss account of a company.
9. Comparison of 'book value' of shares of selected companies with their market price.
10. Interpreting price movement of select shares by preparing point and figure chart of last three month's prices.
11. Obtain a candle chart from a financial magazine (say capital Market or Fortune India) and ascertain the trend of price movement.
12. Compare the movement in 'National Index' and 'Senses', for a period of one week.

6.4 TRANSACTIONAL STRATEGIES :

Lecture, Case Studies, Group Interaction, Inhouse Symposium, Visits and Surveys

6.5 EVALUATION :

Evaluation of the students will be done through Assignments, project work, Assessment of records, written test, viva-voce.

6.6 REFERENCES :

1. Puri V.K., Manual of SEBI
2. Jain N.K., How to do Lease Financing & Hire Purchase Business
3. Chandra P., Financial Management Theory & Practice

- 4. Raj Basant A., Cooperate Financial Management**
- 5. ILO, Geneva, How to read a balancesheet**
- 6. ERR LINZA, International Business Finance**
- 7. Khan M.Y., Indian Finance System**
- 8. Sharma R.K., Business Finance**
- 9. Gupta R.C., Corporate Accounting**
- 10. Greval T.S., Introduction to Accounting**

LIST OF PARTICIPANTS

**Working Group Meeting for the Development of Curriculum for B.Voc.Ed.Course Held at
Regional Institute of Education,
Manas Gangotri, Mysore-570006**

From 7-11 Aug.,2000

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With

for B.Voc.Ed. course,

Held at PSSCIVE, Bhopal

From 19-20 June, 2001

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